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ABSTRACT

Designed to be used with the General Marketing Curriculum Planning Guide (ED 156 860), this guide is intended to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing for farm and garden hardware building materials; it is designed also to allow marketing and distributive education teacher-coordinators maximum flexibility. It contains job competency sheets in ten instructional areas: (1) advertising, (2) communications, (3) display, (4) human relations, (5) management, (6) mathematics, (7) merchandising, (8) operations, (9) product/service technology, and (10) selling. Following sections containing information on careers in hardware, building materials, and farm and garden businesses and a bibliography of resources, competencies are identified and listed according to importance based upon structured interviews with employers. A sheet for each competency contains the cluster instructional objective, the job skill, suggested learning activities, and references. (LRA)

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HARDWARE - BUILDING MATERIALS FARM and GARDEN

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U.S. DEPARTMENT OF HEALTH,
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FOREWORD

The MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE FOR HARDWARE-BUILDING MATERIALS-FARM AND GARDEN has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the career field of marketing and to allow marketing and distributive education teacher-coordinators maximum flexibility. A variety of suggested learning activities are provided to enable teachers to determine which one(s) would best serve their teaching methods and their students' learning styles. Complete bibliographical information for the references listed under each competency is presented in the introductory pages.

The Illinois State Board of Education is committed to assisting local communities in the development of quality instructional programs to prepare and upgrade persons for productive careers in the following fifteen instructional program areas in the field of marketing: Advertising Services, Apparel and Accessories, Automotive-Petroleum, Finance and Credit, Food Marketing, Food Services, General Retail Merchandising, Hardware-Building Materials-Farm and Garden, Home Furnishings, Industrial-Materials Handling, Lodging-Recreation and Tourism, Marketing Services, Small Business Management, Transportation and Warehousing, and Wholesaling. Curriculum guides for all fifteen instructional program areas have been, or are in the process of being, developed.

Sincere appreciation is extended to personnel from forty-five hardware, building materials, and farm and garden businesses in the State of Illinois who assisted in identifying and validating the competencies and learning activities presented in this curriculum guide, those teachers who field-tested the materials, and those who served on the advisory committee for the project. Special thanks is extended to Dick Hamilton of the Illinois Retail Hardware Association for his interest in this project and special assistance.

Joseph M. Cronin

Joseph M. Cronin
State Superintendent of Education

MARKETING AND DISTRIBUTIVE EDUCATION
CURRICULUM GUIDE for
HARDWARE - BUILDING MATERIALS - FARM AND GARDEN

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Area	Color	Page
ADVERTISING	Blue	1
COMMUNICATIONS	Goldenrod	15
DISPLAY	Yellow	37
HUMAN RELATIONS	Buff	65
MANAGEMENT	Green	97
MATHEMATICS	White	113
MERCHANDISING	Pink	127
OPERATIONS	Salmon	141
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HOW TO USE THE
HARDWARE-BUILDING MATERIALS-FARM AND GARDEN CURRICULUM GUIDE

This publication, MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE FOR HARDWARE-BUILDING MATERIALS-FARM AND GARDEN, was prepared during the 1979-80 period of time. This guide has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing, as well as to provide marketing and distributive education teachers with maximum flexibility. The essential common and specialized competencies have been identified and listed in ten instructional areas based upon structured interviews with personnel of hardware, building materials, and farm and garden businesses. Competencies were organized into instructional clusters and an objective written for each cluster to facilitate the organization of instruction for the teacher-coordinator. A number of learning activities are suggested for each competency, to enable teachers to determine which one(s) would best serve their teaching methods and their students' learning styles. The instructional materials listed in the reference column of each competency and in the bibliography of instructional materials were selected because they are the ones that are most commonly used by teachers in the field and most readily available. In most cases, more than one instructional reference is provided to help insure the local availability of at least one of the references, and also to provide flexibility for both the teacher and student in individualizing instruction.

The publications, CURRICULUM PLANNING GUIDE (Marketing and Distributive Education) and GENERAL MARKETING CURRICULUM GUIDE, serve to provide the curriculum planner with a basis for devising competency-based curricula patterns leading to these levels of marketing employment: 1) Threshold, 2) Career Sustaining, 3) Specialization, and 4) Entrepreneurial. Initial preparatory courses should be designed so that basic competencies common to all marketing employment opportunities are developed by students whose occupational choice is marketing and distribution.

These two publications, along with ORIENTATION TO BUSINESS, MARKETING, AND MANAGEMENT OCCUPATIONS, may be obtained from Publications Clearinghouse, Western Illinois University, 47 Horrabin Hall, Macomb, Illinois 61455. A curriculum guide for career exploration in marketing and distribution, CAREER MARKETING AND EXPLORATION, may be obtained through the Superintendent of Documents Office, Public Documents Distribution Center, Pueblo, Colorado 81009.

For maximum usefulness, the competencies have been color coded into the following instructional areas:

INSTRUCTIONAL AREA	COLOR
Advertising	Blue
Communications	Goldenrod
Display	Yellow
Human Relations	Buff
Management	Green
Mathematics	White
Merchandising	Pink
Operations	Salmon
Product/Service Technology	Yellow
Selling	Green

These instructional areas, along with another area, Marketing/Economics, are the same ones that are used by the Distributive Education Clubs of America (DECA) for their competency-based competitive events program and for numerous other curriculum projects in the field of marketing and distributive education.

The loose-leaf format of this guide is conducive to making additions. Additional competencies identified at the local level may be inserted into the guide. (Blank sample competency worksheets are included in this guide.) The flexible design of this guide makes it appropriate for individualized instruction, small-group instruction, or large-group instruction. A variety of learning activities are suggested for each type of instruction. The instructor may choose one or more of the suggested activities depending upon the method of instruction being used. In addition, the content may easily be adjusted to a variety of scheduling patterns, including:

1) a double period combining classroom and laboratory
2) modular time periods
3) block time periods
4) traditional time periods.

When the cooperative method is used, the competencies listed in this guide may be helpful in the development of training plans.

The competencies listed in the guide and the curriculm guide itself should be considered only as teaching suggestions and not as the complete curriculum. Individual student and community needs as well as the judgment, experience, and opinions of the teachers and advisory committee members should determine the content of the curriculum on the local level, because training needs may vary from one geographical area to another. Curriculum planners are encouraged to revalidate the competencies with local employers.

INFORMATION ON CAREERS IN HARDWARE-BUILDING MATERIALS-FARM AND GARDEN BUSINESSES

HARDWARE

Hard goods are an important part of the American consumer's life. The average household spends about $500.00 a year on hardware, hand and power tools, housewares and appliances, lawn and garden supplies, paint and decorating products, plumbing and electrical supplies, automotive supplies, sporting goods, and toys ---- all goods typically carried at a retail hardware store. This buying trend takes in all age groups, both sexes, and the married and unmarried. In addition, the do-it-yourself trend has sparked a tremendous growth in the hardware industry. Many hardware stores are expanding into "home centers" that carry limited lines of building materials.

The retailing of hardware is a people business. It is courteous, friendly, knowledgeable salespeople that draw consumers into hardware stores instead of mass merchandising stores. The hardware store is recognized by consumers as having products to fill specific needs and as being the place to get the information on how to USE products, since do-it-yourselfers often need assistance with their projects. Hardware retailers have long banked on their sales staffs' product knowledge, and have managed to convey this knowledgeable image to the American consumer. Customer service is one area in which the hardware store consistently outperforms discount and department stores.

Retail trade selling will continue to be an excellent source of job opportunities for high school graduates. In addition to full-time jobs, there are many opportunities for part-time workers, as well as for temporary workers during peak selling periods. Retail selling remains one of the few fields in which able employees may advance to executive jobs regardless of educational background. Salesworkers can be promoted into jobs as buyers, department managers, and administrative assistants working with personnel and advertising. The high school student who begins working in a retail hardware store and develops a thorough knowledge of the products carried in the store, and who is willing to work hard and take on responsibility, can readily advance in the store operation when opportunity permits. The employee who learns the business and can obtain adequate financing may wish to open his/her own store. In very large chain operations, there are also opportunities for corporate advancement -- district managers, regional managers, and corporate offices.

Additional information about careers in retail hardware sales is available from:

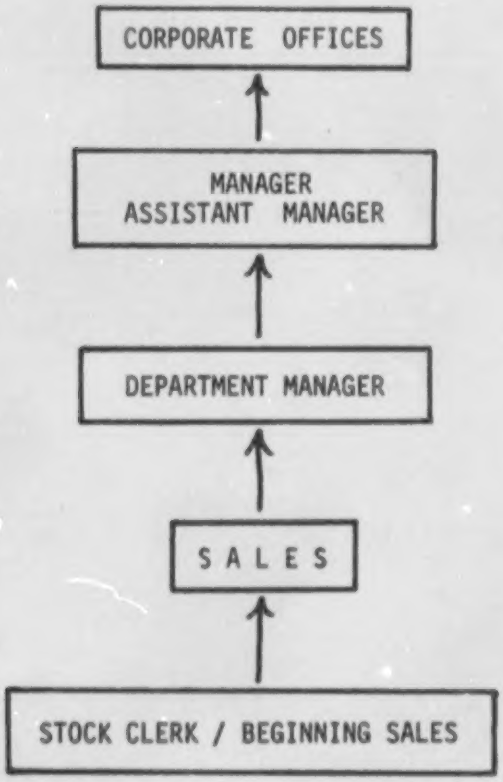
The National Retail Merchants Association
100 W. 31st Street, New York, NY 10001

The National Retail Hardware Association
770 N. High School Road, Indianapolis, IN 46224

The Illinois Retail Hardware Association
P.O. Box 336, Mt. Prospect, IL 60056

A general career ladder and job descriptions of common job titles in hardware businesses follows. It should be noted that the number of job titles will vary with the size of the business. Larger businesses will naturally have more specialized jobs performed by more employees than a smaller business. The job descriptions that follow are those most commonly found in an average size business:

GENERAL CAREER LADDER - HARDWARE


CORPORATE OFFICES
MANAGER
ASSISTANT MANAGER
DEPARTMENT MANAGER
SALES
STOCK CLERK / BEGINNING SALES

JOB DESCRIPTIONS - HARDWARE

MANAGER - The general manager, owner, and/or partner has general supervision over all operations and is responsible for all assets of the store and securing satisfactory operating results. The duties of this position include establishing company policies, budgets, marketing plans; recruiting, selecting, promoting, and dismissing employees; determining merchandise lines to be carried by each department; analyzing competition and company penetration; determining capital requirements and arranging financing; and analyzing operating results and correcting unsatisfactory procedures.

ASSISTANT MANAGER - The assistant manager performs the duties of the manager in his/her absence, and is responsible for those duties specifically assigned to him/her, often including purchasing, credit and collection procedures, advertising and promotion, maintaining price books, evaluating employee performance, and supervising sales.

DEPARTMENT MANAGER - The department manager determines purchases for his/her department, supervises employees in the department, prices merchandise, waits on customers, determines sales promotions--department displays--and advertising, and supervises housekeeping for the department.

SALESPERSON - The salesperson sells hardware, such as builder's hardware, electrical equipment, household hardware, paints, plumbing supplies, hand and power tools, and other store products; performs related duties, such as mixing paint, cutting screens to desired length, etc.; advises customers concerning quality and demonstrates uses of hardware, tools, and equipment; restocks displays and performs other housekeeping duties; performs necessary clerical work; etc.

STOCK CLERK - The stock clerk receives, stores, and issues merchandise and supplies; keeps stock records and prepares necessary reports; performs stock inventory and completes necessary forms; fills orders from stock; marks merchandise for sale; etc.

BUILDING MATERIALS

The marketing student has many opportunities in the building materials industry in many diversified jobs. As in all businesses, the number of job openings and promotional opportunities will vary according to economic trends. However, there should always be jobs available for qualified workers in the building materials industry regardless of the economic situation.

Jobs are available either indoors or outdoors -- in lumberyards, at building sites, combination indoor-outdoor jobs, office jobs, and selling jobs. If you prefer working outside, there are jobs for materials managing, moving, trucking, stocking and storing. There are jobs working with your hands, materials, tools, and machinery. If you like to work with people, there are always jobs for salespeople and foremen. Building materials dealers need both inside and outside salespeople. The building materials industry today can be divided into three broad types of dealer operation:

1) The builder, commercial, or industrial firms that carry only the basic commodities to construct homes and office buildings and to service the manufacturing industries

2) The retail dealer, who merchandises and services the requirements of the consumer or the do-it-yourselfer

3) The full-service dealer, who services both the requirements of the building segment of the industry, the home remodeling contractor, and the consumer.

Additional information about careers in building materials is available from:

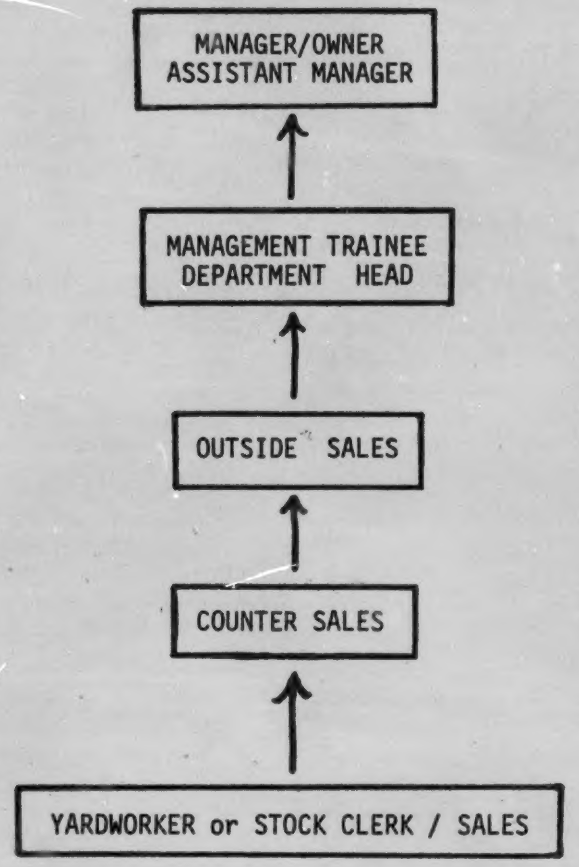
The National Building Material Distributors Association
55 E. Monroe St., Chicago, IL 60603

Mid-America Lumbermens Association
4901 Main St., Suite 312, Kansas City, MO 64112

National Lumber and Building Material Dealers Association
1900 M Street, N.W., Suite 35, Washington, DC 20036

Illinois Lumber and Material Dealers Association
Suite 400 - Leland Building, Springfield, IL 62701

GENERAL CAREER LADDER - BUILDING MATERIALS


MANAGER/OWNER
ASSISTANT MANAGER
MANAGEMENT TRAINEE
DEPARTMENT HEAD
OUTSIDE SALES
COUNTER SALES
YARDWORKER or STOCK CLERK / SALES

JOB DESCRIPTIONS - BUILDING MATERIALS

MANAGER - The general manager, owner, and/or partner has general supervision over all operations and is responsible for all assets of the store and securing satisfactory operating results. The duties of this position include: establishing company policies, budgets, marketing plans; recruiting, selecting, promoting, and dismissing employees; determining merchandise lines to be carried by each department; analyzing competition and company penetration; determining capital requirements and arranging financing; and analyzing operating results and correcting unsatisfactory procedures.

ASSISTANT MANAGER - The assistant manager performs the duties of the manager in his/her absence and is responsible for those duties specifically assigned to him/her, often including purchasing, credit and collection procedures, advertising and promotion, maintaining price books, evaluating employee performance, and supervising sales activities.

DEPARTMENT HEAD - The department head determines purchases for his/her department; supervises employees in the department; prices merchandise; waits on customers; determines sales promotions--department displays--and departmental advertising; suggests new product lines to management; and supervises housekeeping for the department.

OUTSIDE SALESPERSON - The outside salesperson is responsible for sales to those accounts allocated to him/her and for the development of new sales outlets, in addition to those regular duties of salesperson.

COUNTER SALESPERSON - The counter salesperson is responsible for waiting on customers, answering telephone inquiries, figuring and quoting small estimates for customers who come to the store, handling complaints, and maintaining general housekeeping and displays in the store.

SALESPERSON - The salesperson sells building materials and associated tools, equipment, and supplies; performs related duties, such as figuring materials for a job and quoting small estimates; advises customer concerning quality and demonstrates uses of materials, etc.; restocks displays, shelves, and performs other housekeeping duties; performs necessary clerical work; etc.

STOCK CLERK - The stock clerk receives, stores, and issues materials and supplies; keeps stock records and prepares necessary reports; performs stock inventory and necessary reports; fills orders from stock; marks materials and products for sale; etc.

YARDWORKER - The yardworker loads and unloads materials, stores materials in warehouses and yard, waits on customers in the yard, keeps yard clean and merchandise clean and tidy, becomes familiar with inventory and location of all materials, and maintains good housekeeping in yard and warehouses.

OTHER JOBS common to larger operations:

ESTIMATOR - The estimator takes material lists off blueprints, makes an estimate of materials and/or labor required for job submitted by salesperson or customer, and makes calls on prospective customers with the outside salesperson.

PURCHASING AGENT - The purchasing agent purchases all materials and supplies and maintains suppliers' catalogs. He/she is responsible to the general manager for a balanced inventory consistent with the inventory budget.

DRAFTSMAN-DESIGNER - The draftsman and/or designer develops plans and specifications for customers, explains the uses of materials and building code requirements to customers, and makes calls on customers with outside salespeople.

CONSTRUCTION SUPERINTENDENT - The construction superintendent supervises all construction activities and is responsible for all construction workers, including subcontractors.

YARD FOREMAN - The yard foreman supervises all activities of the yard, including personnel and equipment; schedules delivery and unloading of materials; verifies accuracy of deliveries and receipts; supervises the housekeeping of yard and warehouses and the maintenance of equipment.

TRUCK DRIVER - The truck driver delivers material to jobs, maintains his/her truck, reports shortages and claims to yard foreman, and assists in loading and sorting of materials.

FARM AND GARDEN

The increased agricultural efficiency of the United States has resulted in the highest standard of living yet known. Continued improvement in agricultural technology insures many jobs in the farm and garden industry in the years to come. Although the total number of farmers is decreasing, the demand for goods and services used by the farmer in increasing. This need brings about tremendous opportunities for the whole agricultural structure -- the producer, the manufacturer, the distributor, and the supplier.

The retail farm, home, and garden supply business serves a wide clientele. In farm and ranching areas, the bulk of business may come from commercial farms and ranches. When a supply store is in an urban area, the goods sold may be predominantly for home lawns and gardens. Commercial agricultural production requires supplies such as feeds, seeds, fertilizers, agricultural chemicals, and large farm equipment. Do-it-yourself gardeners and landscapers turn to dealers for seed, fertilizer, garden tractors, lawn mowers, and other small equipment. Nurseries and greenhouses provide the flowers, plants, shrubs, vegetables, and tree seedlings.

Besides selling supplies to consumers, farm and garden businesses also offer the services of equipment repair and service, fertilizer spreading, grain mixing, feed grinding, grain storage, and professional landscaping.

Additional information about careers in farm and garden sales and service is available from:

National Council of Agricultural Employers
1425 H Street, N.W. #435, Washington, DC 20005

American Association of Nurserymen, Inc.
230 Southern Building, Washington, DC 20005

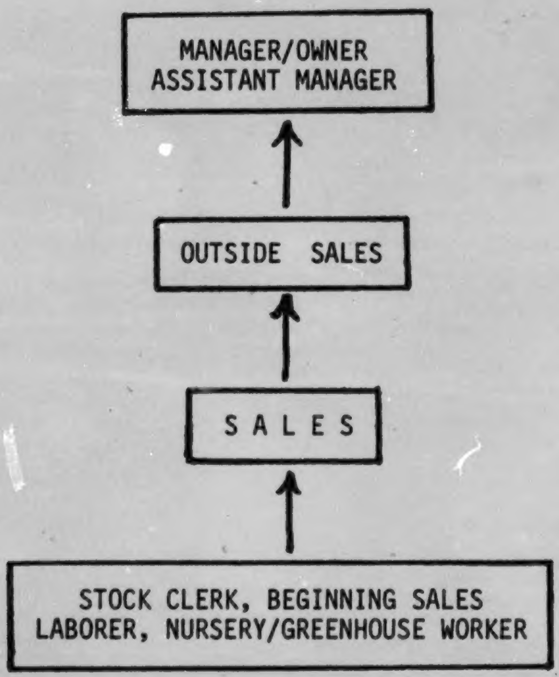
National Grain and Feed Association
725 15th Street, Washington, DC 20005

Illinois Fertilizer and Chemical Association, Inc.
Box 186, St. Anne, IL 60964

Farm and Industrial Equipment Institute
410 N. Michigan Avenue, Chicago, IL 60611

Illinois Retail Farm Equipment Association
P.O. Box 1227, Peoria, IL 61654

GENERAL CAREER LADDER - FARM AND GARDEN


MANAGER/OWNER
ASSISTANT MANAGER
OUTSIDE SALES
SALES
STOCK CLERK, BEGINNING SALES
LABORER, NURSERY/GREENHOUSE WORKER

JOB DESCRIPTIONS - FARM AND GARDEN

MANAGER - The general manager or owner has general supervision over all operations, and is responsible for all assets of the business and securing satisfactory operating results. The duties of this position include establishing policies, budgets, and marketing plans; recruiting, selecting, promoting, and dismissing employees; determining products to be carried; analyzing competition and assessing business standing; determining capital requirements and arranging financing; and analyzing operating results and correcting unsatisfactory procedures.

ASSISTANT MANAGER - The assistant manager performs the duties of the manager in his/her absence and is responsible for those duties specifically assigned to him/her, often including purchasing, credit and collection procedures, advertising and promotion, evaluating employee performance, supervising employees, and sales activities.

OUTSIDE SALESPERSON - The outside salesperson is responsible for sales to those accounts allocated to him/her and for the development of new sales outlets, in addition to those regular duties of salesperson.

SALESPERSON - The salesperson sells farm and garden supplies, materials, and/or equipment; performs related duties, including caring for plants, etc.; gives information to customers on care of plants and lawns, care and uses of equipment and farm products, etc.; restocks and performs general housekeeping duties; performs necessary clerical work; etc.

STOCK CLERK - The stock clerk receives, stores, and cares for plants, supplies, and/or equipment; keeps stock records and prepares necessary reports; performs stock inventory and completes necessary reports; fills orders from stock; prices goods; etc.

NURSERY WORKER - The nursery worker grows seedlings and plants for landscaping, gardening, etc.; prepares seedbeds, weeds, cultivates, fertilizes, prunes, and performs other cultural practices; digs, grades, and packs plants for shipment; transplants shrubs and trees; and helps with the maintenance and repair of buildings and equipment. A nursery employee may also assist customers in selecting merchandise.

GREENHOUSE WORKER - The greenhouse worker grows plants in an artificially heated glass or plastic greenhouse; produces out-of-season vegetables, cut flowers, or potted plants; starts plants for outdoor nursery beds; screens, mixes, sterilizes soil, and places soil in growing containers; sows seeds, starts cuttings, transplants, waters, feeds, weeds, thins, prunes, and sprays growing plants; may control greenhouse temperature and humidity. A greenhouse worker may also assist customers in selecting merchandise.

Other job titles may include:

Laborer, garden center employee, truck driver.

Agricultural service jobs would include feed mixer, feed grinder, farm equipment repairer, fertilizer spreader, etc.

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CONTENTS:
1. Decision to remodel or relocate hardware store.
2. Decision on store image involving an acquisition.
3. Decision to purchase a hardware business.

"HOW-TO" TAPES AND WORKBOOK FOR HARDWARE/HOME CENTER OPERATORS, Dwayne Laws. Indianapolis: National Retail Hardware Association.

CONTENTS:
1. How to establish a profitable pricing policy.
2. How to use your cash profitably.
3. How to reduce losses from shoplifting.
4. How to operate a hardware store in a shopping center.
5. How to set up a profit sharing plan.
6. How to motivate employees.
7. How to determine how much parking space you need.
8. How to improve the effectiveness of your advertising.
9. How to improve sales through better merchandising.
10. How to get ready for a sale or promotion.
11. How to evaluate the sales potential of your trade area.
12. How to reduce margin shrinkage.
13. How to select the best site for your new hardware store.
14. How to improve sales per square foot.
15. How to increase sales per employee.
16. How to convert your store into a home center.

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COMPETENCY CURRICULUM PLANNING GUIDE

THE COMPETENCIES DETERMINED TO BE NECESSARY FOR WORKERS EMPLOYED IN HARDWARE, BUILDING MATERIALS, AND FARM AND GARDEN BUSINESSES ARE LISTED IN NUMERICAL ORDER BY INSTRUCTIONAL AREA FOR THE CONVENIENCE OF THE TEACHER-COORDINATOR WHEN PLANNING UNITS OF INSTRUCTION. (AN "X" IN THE HARDWARE, BUILDING MATERIALS, AND/OR FARM AND GARDEN COLUMN INDICATES THAT THE COMPETENCY IS GENERALLY VALID FOR THAT OCCUPATIONAL AREA.)

INSTRUCTIONAL AREA AND COMPETENCY	COMPETENCY NUMBER	PAGE NUMBER	HARDWARE	BUILDING MATERIALS	FARM & GARDEN
ADVERTISING					
Knowledge of the uses of promotional and institutional advertising.	001	1	X	X	X
Knowledge of the types of media that are available for advertising--periodicals (newspapers, magazines, trade journals), mass media (radio, TV, billboards), and direct advertising (catalogs, circulars, letters).	002	2	X	X	X
Knowledge of the prices, available sizes, colors, styles or models of merchandise being advertised in order to better promote or sell.	003	9	X	X	X
Knowledge of the purposes of advertising, such as build customer traffic, build a reputation for the store, stabilize sales volume, and introduce new products.	011	3	X	X	X
Knowledge of the supply of merchandise available to back up an ad effectively.	014	7	X	X	
Skill in studying specific information in ads and using the advertised facts effectively in selling.	039	10	X	X	
Skill in correctly informing customers of the location of advertised merchandise within the store.	042	11	X	X	X
Ability to inform customers of special events or promotions within the store.	048	12	X	X	X
Attitude that good advertising will help increase sales for a department or store, creating interest and desire in customers.	061	4	X	X	X
Attitude that the available quantities of advertised merchandise should be checked before an advertisement breaks.	063	7	X	X	X
Attitude that advertising presells goods and services to the customer making the customer easier to sell once he/she is in the store.	065	5	X	X	
Attitude that effective advertising builds goodwill in customers.	067	6	X	X	
Attitude that advertising should be supplemented by attractive displays and an efficient sales force.	069	14	X	X	X
Attitude that it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.	070	13	X	X	X
Attitude that advertising's effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.	071	14	X	X	X
Attitude that newspaper advertising must be read in order to keep informed of the advertising being done by one's own store and its competitors.	072	8	X	X	
Attitude that advertising is a form of preselling-- a tool which catches attention, arouses interest, creates desire, and induces action.	075	5	X	X	X
COMMUNICATIONS					
Knowledge of how to use written communications in forms and reports.	094	34	X	X	X
Knowledge of the correct forms used in business letter writing.	095	35	X	X	X
Knowledge of how to address other people in a business-like manner whether they are customers, fellow employees, supervisors, or management.	096	22	X	X	X
Knowledge of when to keep communications confidential.	102	16	X	X	X
Understanding that since interpretations placed on the spoken word vary with different people, one must be careful to speak so that correct interpretation can be made by individual listeners.	111	26	X	X	X
Skill in using the telephone correctly and most effectively.	114	32	X	X	X

INSTRUCTIONAL AREA AND COMPETENCY	COMPETENCY NUMBER	PAGE NUMBER	HARDWARE	BUILDING MATERIALS	FARM & GARDEN
Skill in receiving or giving telephone orders, complaints and messages.	115	33	X	X	X
Skill in listening to and following directions.	119	20	X	X	X
Skill in effective use of speech and vocabulary.	122	23	X	X	X
Skill in communicating effectively with customers, co-workers, and supervisors.	127	15	X	X	X
Skill in listening to customers' names and addresses and writing them correctly.	130	21	X	X	X
Ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.	137	24	X	X	X
Attitude that poor or awkward grammar lowers store personnel, store image and merchandise value in the estimation of the customer.	145	18	X	X	X
Attitude that in distributive occupations the "spoken word" is an important tool of the trade.	147	17	X	X	X
An awareness that the voice can be used to express conviction and convey confidence.	150	28	X	X	X
Attitude that the tone of voice can express sincere welcome and eagerness to be of service.	151	29	X	X	X
An appreciation of the value of correct enunciation and pronunciation in speaking.	152	25	X	X	X
A belief that the voice is an important medium through which selling is accomplished.	154	30	X	X	X
A feeling that voice tone quality enhances the value of the merchandise described.	155	31	X	X	X
Awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.	164	26	X	X	X
A realization that gestures help convey feelings in spoken communications.	166	27	X	X	X
A belief that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.	168	19	X	X	X
DISPLAY					
Knowledge of the housekeeping procedures necessary for the proper upkeep of department displays of merchandise.	177	59	X	X	X
Knowledge of the principles of color, harmony, balance, and proportion in display construction.	179	37	X	X	
Knowledge of the uses of price cards and "silent salesmen."	180	50	X	X	X
Knowledge of the principles of mass display.	189	38	X	X	
Knowledge of the best arrangements for advertised merchandise on counters, tables or shelves.	190	53	X	X	
Knowledge of the ways to develop displays that feature merchandise as near by as possible to the way it will be used.	191	54	X	X	
Knowledge of how to develop display signs for self-service or self-selection fixtures that provide the customer with the key features and selling price of the merchandise.	195	49	X	X	X
Knowledge of how to use available display space to the best advantage.	196	55	X	X	
Knowledge of how to use cartons, cases and boxes effectively in building special displays.	201	56	X	X	X
Knowledge of how to create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.	202	57	X	X	
Skill in arranging counter displays of merchandise.	205	53	X	X	X
Skill in rearranging or replacing merchandise from interior displays	207	61	X	X	
Skill in displaying merchandise as it can be used.	209	54	X	X	
Skill in scheduling and featuring merchandise in displays at the same time it is being advertised.	210	46	X	X	X

INSTRUCTIONAL AREA AND COMPETENCY	COMPETENCY NUMBER	PAGE NUMBER	HARDWARE	BUILDING MATERIALS	FARM & GARDEN
Skill in dismantling displays so that neither the merchandise nor the fixtures will be damaged.	211	62	X	X	
Skill in using mass display in setting up displays of large quantities of merchandise.	216	58	X	X	X
Skill in developing display signs for self-service or self-selection fixtures that provide the customer with the key features and selling price of the merchandise.	219	49	X	X	X
Skill in using price cards to emphasize the price of merchandise being shown.	225	51	X	X	X
Ability to letter and design a simple sign.	227	48	X	X	X
Attitude that good display of merchandise is a prime factor in developing a customer's interest.	237	39	X	X	X
Attitude that the more customer exposure merchandise has had the more sales it should produce.	238	63	X	X	X
Attitude that self-selection merchandise must be properly signed or identified for greatest ease in customer selection.	239	52	X	X	X
Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, and build goodwill.	240	40	X	X	X
Attitude that displays tied in with local activities or seasonal events will create a favorable impression in the community.	241	41	X	X	X
Attitude that displays should reflect the character of the store in both quantity and quality.	242	42	X	X	X
Attitude that displays should be changed often to maintain interest from customers.	243	64	X	X	X
Attitude that an item of merchandise should be allotted display space based on its sales volume.	250	47	X	X	X
Attitude that special displays can create a favorable price-image in the minds of customers.	251	43	X	X	X
Attitude that clean store display windows enhance the merchandise being shown.	252	60	X	X	
Attitude that good display (or visual merchandising) plays a major role in the volume movement of goods.	259	44	X	X	X
Attitude that increased traffic from advertising, special promotions, and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.	260	45	X	X	X
HUMAN RELATIONS					
Knowledge of how to get results through people by practicing effective human relations.	261	69	X	X	X
Knowledge of how to dress appropriately for the job and maintain a well-groomed appearance.	263	73	X	X	X
Knowledge of how to recognize the accomplishments of others.	265	86	X	X	X
Knowledge of how to develop and maintain a pleasant working environment.	266	70	X	X	X
Knowledge of how to be orderly and systematic.	267	84	X	X	X
Knowledge of how to show an interest in others.	268	87	X	X	X
Knowledge of how to build sound working relationships in "forced" associations.	269	89	X	X	X
Understanding that a positive attitude is usually reflected in one's work.	274	85	X	X	X
Understanding that human relations in the retail organization consists of an interdependence with fellow employees, supervisors and customers.	276	65	X	X	X
Knowledge of the ways to effectively handle difficult customers.	280	90	X	X	X
Skill in developing and maintaining harmonious relationships with other employees.	281	71	X	X	X
Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.	283	72	X	X	X

INSTRUCTIONAL AREA AND COMPETENCY	COMPETENCY NUMBER	PAGE NUMBER	HARDWARE	BUILDING MATERIALS	FARM & GARDEN
Skill in maintaining an objective point of view in problem situations	284	91	X	X	X
Skill in maintaining good health for effective job performance.	285	75	X	X	X
Skill in developing personality traits necessary for successful job performance.	286	76	X	X	X
Skill in representing the business favorably to customers and outside business associates.	287	93	X	X	X
Skill in adapting to the personality and needs of customers.	288	79	X	X	X
Skill in avoiding misrepresentations of people, products, and policies.	289	94	X	X	X
Skill in exercising self-control during trying situations.	294	92	X	X	X
Skill in accepting criticism and turning it into a character-building element.	295	80	X	X	X
Skill in demonstrating initiative and creativity.	296	82	X	X	X
Skill in adjusting to change.	301	81	X	X	X
Skill in generating enthusiasm toward people.	303	88	X	X	X
Attitude that the store's personnel policies are established for the benefit of the store and the employee.	308	95	X	X	X
Attitude that next to job performance, human relations is an employee's greatest responsibility.	309	66	X	X	X
Attitude that the worker's satisfactory job performance includes not only what he/she does, but also how he/she influences other people, whether good or bad.	310	67	X	X	X
Attitude that honesty and integrity are personality traits necessary in job situations such as recordkeeping, timekeeping and stockkeeping in addition to jobs that require working with money.	312	77	X	X	X
An awareness that understanding others and one's self is basic to working harmoniously together.	313	78	X	X	X
An awareness that an employee must be willing to accept and adjust to change.	316	81	X	X	X
An awareness of the necessity to perform tasks in addition to one's job responsibilities when situations necessitate.	317	83	X	X	X
An awareness that good personal appearance helps create effective customer impressions.	319	74	X	X	X
A feeling that good human relations within a company build good public relations.	320	68	X	X	
A willingness to accept and put into practice the planned policies and procedures of management.	325	95	X	X	X
MANAGEMENT					
Knowledge of the availability and location of customer facilities.	623	99	X	X	X
Knowledge of the factors which influence store arrangement and layout.	626	97	X	X	
Ability to determine in various situations the most efficient way to get the job accomplished.	695	104	X	X	X
Skill in planning and organizing work.	723	103	X	X	X
A belief that each employee should be made to feel his efforts are really appreciated.	740	108	X	X	X
Attitude that conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.	744	109	X	X	X
Attitude that salespeople must be continuously informed of new merchandise, new styles and merchandising trends through individual or group training.	746	107	X	X	
Attitude that management, supervisors, and employees require a framework of policies and procedures within which to operate.	749	105	X	X	X
An awareness that customer facilities help meet competition, encourage one-stop shopping and attract customers to the store.	753	100	X	X	
An awareness that special customer services and accomodations build customer goodwill and help increase sales.	754	101	X	X	

INSTRUCTIONAL AREA AND COMPETENCY	COMPETENCY NUMBER	PAGE NUMBER	HARDWARE	BUILDING MATERIALS	FARM & GARDEN
An awareness that to improve delivery service, transactions should be recorded accurately and legibly and delivery dates promised carefully.	756	110	X	X	X
An awareness that a personnel organization enables the policies of the firm to be carried out and enables each person employed to make a contribution to its successful operation.	758	106	X		
Attitude that although price heads the list of reasons shoppers give for starting to trade at a store, quality, variety, and human relations encourage them to continue trading there.	780	102	X	X	X
Attitude that in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities within a store operation.	780	111	X	X	X
Attitude that an awareness of consumer buying motivations is especially helpful in planning space allocations, display units and sales promotions.	791	98	X	X	
MATHEMATICS					
Knowledge of a retail business firm's operating expenses, including such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies, and delivery.	348	123	X	X	X
Understanding that a department's gross margin should cover operating expenses and provide a percentage of profit.	350	124	X	X	X
Skill in multiplying and extending figures with facility.	357	114	X	X	X
Skill in adding columns of figures with facility.	358	113	X	X	X
Skill in reading and interpreting self-computing scales that speed up mathematical procedures such as tax computation charts.	360	116	X	X	X
Skill in computing local, state and federal taxes which must be applied in the sale of goods.	362	116	X	X	X
Skill in accurately computing employee discounts, delivery charges, alteration charges, lay-away charges, etc., when writing out and computing saleschecks.	363	118	X		X
Skill in making change and using the cash register.	371	121	X	X	X
Skill in accurately calculating the exact amount of a customer's purchase.	374	117	X	X	X
Skill in using and translating percentages with facility.	377	115	X	X	X
Ability to maintain mathematically correct stock control records.	379	126	X	X	X
Ability to determine the price of merchandise being purchased in a lesser quantity than that originally multiple priced.	384	119	X	X	X
Ability to make change quickly and accurately.	386	121	X	X	X
Attitude that carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.	390	120	X	X	X
Attitude that retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.	392	125	X	X	X
Attitude that careful use of the cash register will reduce inventory and money shortages.	394	122	X	X	X
MERCHANDISING					
Knowledge of the ways prices psychologically affect customers.	397	130	X	X	
Knowledge of the uses of forms and records necessary in inventory control.	400	134	X	X	X
Understanding that stock counts are taken for inventory-control purposes and for ordering purposes.	401	133	X	X	X
Knowledge of the reasons for making returns of merchandise to manufacturers.	413	139	X	X	
Knowledge of the procedures involved in a merchandise count for physical inventory.	414	135	X	X	
Knowledge of the use of ticket stubs and special forms to keep records of merchandise sold by classification.	428	137	X	X	

INSTRUCTIONAL AREA AND COMPETENCY	COMPETENCY NUMBER	PAGE NUMBER	HARDWARE	BUILDING MATERIALS	FARM & GARDEN
Skill in interpreting consumer demand as it applies to the merchandise in the selling department.	434	128	X	X	
Skill in keeping informed of competitive conditions in the market area which the store serves.	438	129	X	X	
Skill in taking accurate stock counts of merchandise or ordering, inventory, or unit-book-control.	442	136	X		
Ability to participate in merchandise counts for physical inventories.	463	136	X	X	X
Attitude that stockkeeping errors or losses affect company profits.	474	138	X	X	X
Attitude that complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.	475	127	X		
Attitude that a balanced stock is the basis of good merchandising in that maximum volume, customer goodwill, satisfactory profit, minimum investment and rapid turnover can be achieved.	482	127	X	X	
Attitude that the customer is the determining factor in buying merchandise for a retail store or department.	488	128	X	X	X
A belief that if the store is to get its share of the business in its market area, merchandise must be bought and sold at competitive prices.	489	131	X	X	X
Attitude that one must always be aware of incorrectly priced items since prices change frequently and quickly.	494	132	X	X	X
O P E R A T I O N S					
Knowledge of the functions of store maintenance.	614	145	X	X	
Understanding that proper care of store equipment and proper stock arrangements can help prevent accidents.	615	160	X	X	X
Understanding that although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all store employees.	617	143	X	X	X
Understanding that seemingly small savings in some expense areas can mean a substantial gain in profits.	618	143	X	X	X
Understanding that careful use of supplies will help control expenses.	619	143	X	X	X
Knowledge of the amount on hand of various items which is considered an adequate supply.	637	149	X	X	
Knowledge of the procedures involved in checking merchandise in against an invoice.	638	152	X	X	X
Knowledge of the procedures for handling incorrect amounts or types of merchandise received.	639	153	X	X	X
Knowledge of how to put price tickets on various types of merchandise.	645	156	X	X	
Knowledge of various types of storage-- within store (stockroom), outside-the-store (warehouse), and returned goods.	648	157	X	X	
Knowledge of how to contend with cases of shoplifting according to the store's policies and procedures.	651	158	X	X	X
Knowledge of how to take care of employees' and customers' accidents in the store.	660	159	X	X	X
Knowledge of how to unload delivery trucks quickly and efficiently, placing items in their proper position in the stock area.	669	150	X	X	X
Skill in handling and caring for store equipment.	696	147	X	X	X
Ability to locate or place stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employee and customer hazards, and permit ease of restocking.	697	148	X	X	
Skill in recognizing and handling shoplifting.	699	158	X	X	X
Skill in quickly routing merchandise from the receiving dock to the proper selling department or its designated stock area in the warehouse.	702	155	X	X	
Skill in handling incorrect amounts or types of merchandise received.	707	153	X	X	
Skill in accurately checking in merchandise against an invoice.	708	152	X	X	X

INSTRUCTIONAL AREA AND COMPETENCY	COMPETENCY NUMBER	PAGE NUMBER	HARDWARE	BUILDING MATERIALS	FARM & GARDEN
Skill in putting price tickets on various types of merchandise.	709	156	X	X	
Skill in remembering safety precautions that can eliminate accidents while handling equipment.	732	147	X	X	X
Attitude that a well-kept store is a primary means of attracting and holding business.	750	146	X	X	X
A realization that expenses are an influential factor in making merchandise profitable.	752	143	X	X	X
Attitude that complete records should be kept of all incoming merchandise for store protection.	761	154	X	X	X
Attitude that empty cases and cartons should be quickly cleared from aisles to prevent customer and employee accidents.	777	161	X	X	X
Knowledge of the rules and regulations of store procedures concerning employee policies such as signing in and out, lunch hours, dress regulations, procedures in case of tardiness and/or absence, personal shopping procedures, and personal use of the telephone.	1101	141	X	X	X
Knowledge of proper conduct of the employee concerning procedures dealing with: addressing regulations, pay, lost and found usage, handling and/or reporting in-store accidents, breaks/rest room usage, shoplifting.	1102	141	X	X	X
Knowledge of how different merchandise should be opened or cut to avoid damage to the product.	1113	151	X	X	X
Knowledge of the store's chain of command authority.	1116	142	X	X	X
Knowledge of the location of fire extinguishers and other emergency equipment.	1164	159	X	X	X
PRODUCT/SERVICE TECHNOLOGY					
Knowledge of sources of merchandise information such as the merchandise itself, handtags and labels, leaflets, box covers and price tags.	502	169	X	X	X
Knowledge of the ways to handle merchandise when placing it in stock or on display as well as how to keep it clean.	504	179	X	X	X
Knowledge of the uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.	508	174	X	X	X
Understanding that adequate merchandise information will enable the salesperson to increase sales as well as his earning capacity.	510	166	X	X	X
Understanding that merchandise information is a useful tool in opening a sales conversation with a customer.	511	165	X	X	X
Understanding that merchandise guarantees and directions protect both the customer and the store and help increase sales.	512	168	X	X	X
Knowledge of current merchandise trends, product innovations, etc.	513	170	X	X	
Understanding that labels taking the form of tags, stamps, wrappers, etc., identify products as to their content.	517	169	X	X	
Knowledge of brand or trade names identifying products by producer or distributor.	518	163	X	X	
Skill in analyzing merchandise returned as unsatisfactory by customers to determine reasons for poor performance.	547	181	X	X	
Skill in carefully wrapping and packing the customer's purchase according to size, shape, and weight of the item purchased.	552	180	X		X
Ability to use brand or trade names to help customers identify and select products or merchandise.	561	164	X	X	
Attitude that a salesperson must have sufficient knowledge of the merchandise he/she sells in order to answer a customer's questions satisfactorily.	582	175	X	X	X
Attitude that adequate merchandise knowledge usually creates in the salesperson enthusiasm for his/her goods and adds to his/her self-confidence.	583	176	X	X	X
Attitude that merchandise information is obtainable from customers, competitors, sales representatives, producers, fellow sales employees and supervisors.	585	171	X	X	X
Attitude that keeping informed of merchandise and product information makes the sales supporting job more interesting.	86	178	X	X	X

INSTRUCTIONAL AREA AND COMPETENCY	COMPETENCY NUMBER	PAGE NUMBER	HARDWARE	BUILDING MATERIALS	FARM & GARDEN
Belief that adequate merchandise information will help increase sales and promote better customer relations.	587	167	X	X	X
A belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.	588	177	X	X	X
Attitude that specific merchandise information may be found in advertisements.	589	172	X	X	X
Attitude that merchandise information can be gained by handling merchandise and by using it.	590	173	X	X	X
SELLING					
Knowledge of the ways to demonstrate merchandise to create interest and desire in customers.	806	211	X	X	X
Knowledge of how to get merchandise into the customer's hands to create desire and attachment to the item.	807	211	X	X	
Knowledge of how to suggest related items, accessory items or larger quantities to customers in order to increase the amount of the sale.	809	214	X	X	X
Knowledge of how to handle individual differences in customers.	810	192	X	X	X
Knowledge of the ways to help a customer make a buying decision.	811	208	X	X	X
Knowledge of the customer approaches such as greeting, merchandise and service which may be used when opening a sale.	812	210	X	X	X
Knowledge of the procedures involved in conducting a cash sale transaction.	813	218	X	X	X
Knowledge of the procedures for conducting a charge sale transaction.	814	220	X	X	X
Knowledge of how to properly handle charge plates during a charge sale transaction.	815	220	X	X	X
Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund or charge credit.	817	187	X	X	
Knowledge of the procedures to use when writing out saleschecks.	819	219	X	X	X
Knowledge of the ways to determine how and when to close a sale.	820	216	X	X	X
Knowledge of the importance of credit as a selling tool.	821	221	X	X	X
Knowledge of how to translate product knowledge into customer benefits.	822	205	X	X	X
Knowledge of the ways to handle customer complaints according to store policy.	823	222	X	X	X
Knowledge of department and merchandise locations within the store.	826	186	X	X	X
Knowledge of the selling features of products and/or services.	827	204	X	X	X
Understanding that customer loyalty can be built with timely merchandise and friendly service.	828	198	X	X	X
Knowledge of how to handle C.O.D. sales, lay-away sales and installment credit sales.	831	188	X	X	X
Knowledge of the store's delivery schedule.	833	189	X	X	X
Knowledge of how to arrange stock in a selling department by color, size, style, price, etc.	838	224	X	X	X
Skill in determining when to approach a customer to open a sale.	867	195	X	X	X
Skill in opening a sales conversation with a suitable statement or remark.	869	210	X	X	X
Skill in suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired ones.	871	215	X	X	X
Skill in listening for indications regarding the price a customer wants to pay during a sale.	872	193	X	X	X
Skill in relating merchandise benefits to a customer's needs when talking about it.	873	205	X	X	X
Skill in sensing a customer's objections and handling them as effectively as possible.	874	213	X	X	X
Skill in suggesting larger quantities, related goods and additional goods in an effort to increase the average sale.	875	214	X	X	X

INSTRUCTIONAL AREA AND COMPETENCY	COMPETENCY NUMBER	PAGE NUMBER	HARDWARE	BUILDING MATERIALS	FARM & GARDEN
Ability to effectively suggest advertised merchandise from one's own department or other departments in the store that might satisfy the needs of the customer.	877	214	X	X	X
Ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge credit.	879	187	X	X	X
Ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.	880	201	X	X	X
Ability to question, observe and listen in order to complete a successful sale.	884	196	X	X	X
Ability to efficiently handle charge sale transactions.	889	220	X	X	X
Ability to efficiently handle a cash sale transaction.	890	213	X	X	X
Skill in helping a customer make a buying decision.	891	208	X	X	X
Skill in demonstrating merchandise in the ways it may be used by the customer.	893	212	X	X	X
Skill in determining when and how to close a sale.	895	216	X	X	X
Skill in properly writing out saleschecks.	898	219	X	X	X
Ability to serve customers in the manner or style that management desires.	899	202	X	X	X
A feeling of sincere interest in customers and their problems.	920	195	X	X	X
A belief that the job of selling contributes to the well-being of customers.	921	183	X	X	X
A strong interest in the merchandise or service being sold.	922	206	X	X	X
A conviction that selling is important to the store and to the economy.	923	184	X	X	X
A feeling that value is added to merchandise that is handled with care and respect.	924	207	X	X	X
A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.	925	206	X	X	X
Attitude that customers' objections must be handled and overcome with respect.	926	213	X	X	X
Attitude that a customer's complaint is an excellent opportunity to build goodwill.	927	223	X	X	X
Attitude that the act of selling is helping the customer obtain maximum personal satisfaction for money spent.	930	183	X	X	X
Attitude that basic product information is necessary to demonstrate good selling practices.	931	203	X	X	X
A realization of the importance of the salesperson's position in regard to his/her public relations function.	933	199	X	X	X
Attitude that the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple that of another.	934	194	X	X	X
Attitude that today's customer keeps up-to-date on recent developments, is often presold when he/she arrives in the store, is alert to new ideas, wants facts about the merchandise, and expects wide assortments.	935	190	X		X
Attitude that today's customer chooses the store where shopping conditions are most pleasant.	936	191	X	X	X
Attitude that the customer--by his/her very act of complaining--is giving the store an opportunity to correct a possible fault in its operation.	937	223	X	X	X
A feeling of pride in being a salesperson.	938	185	X	X	X
Attitude that stocks which are kept fresh and tidy are a true asset during a sale.	940	224	X	X	X
Attitude that customers should be approached promptly and not be kept waiting.	942	209	X	X	X
Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask.	947	225	X	X	X
Attitude that merchandise must be carefully handled to reduce markdowns.	948	207	X	X	X

INSTRUCTIONAL AREA AND COMPETENCY	COMPETENCY NUMBER	PAGE NUMBER	HARDWARE	BUILDING MATERIALS	FARM & GARDEN
An awareness that people usually do not buy merchandise itself, rather, they buy merchandise benefits.	949	205	X	X	X
Attitude that one should give the best customer service with the customer always first in mind.	957	200	X	X	X

USE THIS SPACE TO RECORD COMPETENCIES ADDED TO YOUR CURRICULUM:

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO NAME THE USES AND PURPOSES OF ADVERTISING AND THE TYPES OF MEDIA AVAILABLE FOR ADVERTISING.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
001 Knowledge of the uses of promotional and institutional advertising.	Have students read the material from one of the resources and list the uses of institutional advertising, the uses of promotional advertising, and explain why they are different. Collect advertisements from newspapers and magazines. Have students identify each as promotional or institutional. Prepare a list of examples of advertising. Have students indicate whether each is promotional or institutional and why. Have students prepare posters showing examples of institutional advertising and its uses.	IDECC LAP 001 Retailing Principles and Practices - Part 18 Retail Merchandising Chapter 13 Marketing and Distribution Part 30 Marketing in Action Chapter 13 Fundamentals of Selling Chapter 13 Advertising - Chapter 1 Selling Principles and Practices - Pages 381 - 382
OTHER CLUSTER COMPETENCIES: 002 011		

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO NAME THE USES AND PURPOSES OF ADVERTISING AND THE TYPES OF MEDIA AVAILABLE FOR ADVERTISING.

What Does the Competent Marketing Employee Do?

002
Knowledge of the types of media that are available for advertising--periodicals (newspapers, magazines, trade journals), mass media (radio, TV, billboards), and direct advertising (catalogs circulars, letters).

OTHER CLUSTER COMPETENCIES:

001
011

Suggested Learning Activities

Have students read the material from one of the resources and classify a list of types of media under the headings "periodicals," "mass media," and "direct advertising."

Have students interview a businessperson in their field of interest and determine the types of advertising media that he/she used in the past year. Have each student collect advertising samples if possible and share his/her report with the class.

Have each student choose a particular item or product (such as Bayer aspirin, Ford Fairmont, etc.) and identify the various media used to advertise the item or product. Students should prepare a brief report, including examples of printed ads and tapes or typed scripts of audio ads. (This project should last several weeks to give students an opportunity to write the manufacturer for materials, collect the ads, etc.).

References

IDECC LAP 022

Marketing in Action
Chapter 14

Marketing and Distribution
Parts 31, 32

Retail Merchandising
Chapters 13, 15

Retailing Principles and
Practices - Part 18

Fundamentals of Selling
Chapters 13, 14

Advertising - Chapter 2

Selling Principles and
Practices - Pages 383-386

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO NAME THE USES AND PURPOSES OF ADVERTISING AND THE TYPES OF MEDIA AVAILABLE FOR ADVERTISING.

What Does the Competent Marketing Employee Do?

011
Knowledge of the purposes of advertising, such as build customer traffic, build a reputation for the store, stabilize sales volume, and introduce new products.

OTHER CLUSTER COMPETENCIES:

001
002

Suggested Learning Activities

Have students read the material from the resources and compile a list of as many purposes of advertising as possible. Have a class discussion regarding these purposes.

Have students locate ads that illustrate each purpose of advertising on their lists.

Have representatives from the local newspaper, radio station, and TV station speak about the part advertising plays for local retailers through these media.

Have students prepare posters showing and identifying ads designed for different purposes.

References

IDECC LAP 011

Retailing Principles and Practices - Part 18

Fundamentals of Selling Chapters 13, 14

Advertising - Chapter 1

Advertising and Displaying Merchandise - Section 1

General Merchandise Retailing - Chapter 11

Selling Principles and Practices - Chapter 19

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF ADVERTISING IN ORDER TO CREATE AN IMAGE DESIRED FOR THE STORE.

What Does the Competent Marketing Employee Do?

061
Attitude that good advertising will help increase sales for a department or store, creating interest and desire in customers.

OTHER CLUSTER COMPETENCIES:

065
067
075

Suggested Learning Activities

Have each student visit a store that is currently advertising a particular product and ask the sales clerks and/or manager if sales for that product have increased significantly since the ad was run. Compare reports.

Have students read case studies regarding ads and their effect on sales volume.

Have representatives from the local newspaper, radio station and TV station cite statistics regarding their advertising and increased sales for their clients.

References

IDECC LAP 061

Retail Merchandising
Chapter 13, A

General Merchandise
Retailing - Chapter 11

Marketing in Action
Chapter 13, A

Fundamentals of Selling
Chapter 13, A

Advertising and Displaying
Merchandise - Section 1

Advertising - Chapter 3

Selling Principles and
Practices - Chapter 19

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF ADVERTISING IN ORDER TO CREATE AN IMAGE DESIRED FOR THE STORE.

What Does the Competent Marketing Employee Do?

065
Attitude that advertising presells goods and services to the customer making the customer easier to sell once he/she is in the store.

075
Attitude that advertising is a form of preselling--a tool which catches attention, arouses interest, creates desire, and induces action.

OTHER CLUSTER COMPETENCIES:

061
067

Suggested Learning Activities

After securing the manager's permission, have students visit a store that is currently advertising a particular product. Ask customers who buy the product whether the ad influenced their decision to buy or made them come in the store to buy the product. Students should ask customers what features in the ad caught their attention, created interest or desire for the product, and what prompted them to go to the store.

Have students keep a record of parents' expenditures over a two week period to determine if ads played a part in "preselling" or influencing their decisions to buy certain products.

Have students identify specific features of well-written ads in newspapers, magazines, or on radio or TV that create a desire for a product and would influence customers to go to the store to buy the product. Students could then use these ads to prepare a bulletin board.

References

IDECC LAP 065
IDECC LAP 075

Retail Merchandising
Chapter 13, A

General Merchandise
Retailing - Chapter 11

Marketing in Action
Chapter 13, A

Fundamentals of Selling
Chapter 13, A

Advertising - Chapters 1, 3

Advertising and Displaying
Merchandise - Section 1

Selling Principles and
Practices - Chapters 18, 19

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF ADVERTISING IN ORDER TO CREATE AN IMAGE DESIRED FOR THE STORE.

What Does the Competent Marketing Employee Do?

967
Attitude that effective advertising builds goodwill in customers.

OTHER CLUSTER COMPETENCIES:

061
065
075

Suggested Learning Activities

Have a class discussion on the definition of "goodwill" and how stores can achieve customer goodwill.

After students have read the resource material, provide a list of examples of advertising policies and activities of retail stores. Ask students to indicate which would and would not create customer goodwill toward the store.

Have students identify ads from newspapers and magazines that were placed to build goodwill for the store.

Have each student prepare an ad for a store in the community or his/her training station which would help build goodwill toward the store.

References

IDECC LAP 067

Retail Merchandising
Chapter 13, A

Fundamentals of Selling
Chapter 13, A

Marketing in Action
Chapter 13, A

Advertising - Chapter 1

Advertising and Displaying
Merchandise - Section 1

General Merchandise
Retailing - Chapter 11

Selling Principles and
Practices - Chapters 18, 19

Advertising

Cluster Instructional Objective:

IN A SELLING SITUATION, THE STUDENT WILL BE ABLE TO SELECT MERCHANDISE FOR PROMOTION, INCLUDING COORDINATING ADS WITH A PROPER SUPPLY OF ADVERTISED MERCHANDISE.

What Does the Competent Marketing Employee Do?

014
Knowledge of the supply of merchandise available to back up an ad effectively.

063
Attitude that the available quantities of advertised merchandise should be checked before an advertisement breaks.

OTHER CLUSTER COMPETENCIES:

072

Suggested Learning Activities

Have a class discussion regarding the factors managers consider when determining whether there is an adequate supply of merchandise available to back up an ad and what can happen when a store prematurely runs out of advertised merchandise.

Invite a local store manager to speak to the class about factors to consider when determining whether an adequate supply of merchandise is available to back up an ad, and what can happen when a store prematurely runs out of advertised merchandise.

Have students select an item from an ad of a local business or their training station. Have students interview the department manager or their training sponsor to determine what criteria are used to decide the adequate supply of the product needed to back up the ad.

References

IDECC LAP 014
IDECC LAP 063

Retail Merchandising
Chapters 13, 17

Retail Selling
Chapter 29

Advertising and Displaying Merchandise - Chapter 2

"How-To" Tapes and Workbooks for Hardware/Home Center Operators
Tape and Workbook No. 10

Advanced Course in Hardware Retailing - Chapter 2

Advertising

Cluster Instructional Objective:

IN A SELLING SITUATION, THE STUDENT WILL BE ABLE TO SELECT MERCHANDISE FOR PROMOTION, INCLUDING COORDINATING ADS WITH A PROPER SUPPLY OF ADVERTISED MERCHANDISE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
072 Attitude that newspaper advertising must be read in order to keep informed of the advertising being done by one's own store and its competitors. OTHER CLUSTER COMPETENCIES: 014 063	Have selected students interview the managers of three competing businesses related to their career objective to learn how the managers use newspapers or other means to keep informed of the advertising that is done by their own and competing businesses. Students should report their findings to the class. Divide students into small groups. Have each group analyze the advertising done by three competing businesses and identify the sources used to secure this information. Each group should compile a list of resources that a businessperson should use to keep informed about the advertising of his/her business and the competitor's and share with the class.	IDECC LAP 072 General Merchandise Retailing - Chapter 11 Advertising - Chapter 3

Advertising

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO COORDINATE SALES ACTIVITIES WITHIN THE STORE THAT RELATE TO ADVERTISED MERCHANDISE.

What Does the Competent Marketing Employee Do?

003
Knowledge of the prices, available sizes, colors, styles or models of merchandise being advertised in order to better promote or sell.

OTHER CLUSTER COMPETENCIES:

039
042
048
070

Suggested Learning Activities

Invite the editor or advertising manager of a local newspaper to speak to the class about how newspaper personnel obtain the information which is used in their advertisements. Prior to his/her visit, have students prepare questions they wish to discuss to learn more about writing advertisements.

Prepare blank advertising facts sheets for students asking for the following information: name of store, location, and description of advertised merchandise--including fabric or material, styles, shapes, colors, sizes, sale price, original price, and other pertinent data. Give each student ten newspaper or magazine ads and have him/her prepare an advertising fact sheet for each.

Have students think of an item they wish to buy, and what information they would want to know before buying the item. Have them find an ad for a similar item to see if that information is contained in the ad.

References

IDECC LAP 003

Advertising and Displaying Merchandise - Chapter 2

Retail Merchandising Chapter 13

General Merchandise Retailing - Chapter 6

Selling Principles and Practices - Chapter 9

Advanced Course in Hardware Retailing - Chapter 2

Advertising

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO COORDINATE SALES ACTIVITIES WITHIN THE STORE THAT RELATE TO ADVERTISED MERCHANDISE.

What Does the Competent Marketing Employee Do?

039
Skill in studying specific information in ads and using the advertised facts effectively in selling.

OTHER CLUSTER COMPETENCIES:

003
042
048
070

Suggested Learning Activities

Have each student find a newspaper or magazine ad for an item he/she wishes to buy, and have him/her identify the selling points contained in the ad. Then, the students should visit the store to buy the product and carefully observe the number of these selling points or other merchandise facts the salesperson makes in the sales presentation.

Divide students into pairs, one student playing the part of a salesperson and the other playing the customer. From a newspaper or magazine ad, have each partner "sell" an advertised item to the other, utilizing the selling points featured in the ad.

Have each student select an advertisement featuring a product he/she wishes to "sell" to the class. Showing the ad on a transparency as each student makes the sales presentation, have the other students identify the selling points contained in the advertisement which are presented in the sales pitch. Discuss any deficiencies in the presentations.

References

IDECC LAP 039

Fundamentals of Selling
Chapters 6, 9, C

Retailing Principles and Practices - Part 8

Salesmanship Fundamentals
Chapter 9

Advanced Course in Hardware Retailing - Chapter 2

Advertising

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO COORDINATE SALES ACTIVITIES WITHIN THE STORE THAT RELATE TO ADVERTISED MERCHANDISE.

What Does the Competent Marketing Employee Do?

042
Skill in correctly informing customers of the location of advertised merchandise within the store.

OTHER CLUSTER COMPETENCIES:

003
039
048
070

Suggested Learning Activities

Divide students into small groups to prepare a list of reasons why it is important for store personnel to know where advertised merchandise can be found in the store. Share each group's opinion in a class discussion.

Have students draw a floor plan of their training station or give them a sample floor plan. Using one of the store's advertisements, students should identify the location of each item featured in the ad.

Have students visit a local store and ask three different salespeople for directions to certain departments, the lounge area, the credit department, and where to find advertised merchandise. From the salespeople's oral explanations and hand gestures, determine which salesperson gave the best directions and why.

References

IDECC LAP 042

Retail Merchandising
Chapter 11, B

Advanced Course in Hardware Retailing - Chapter 2

Advertising

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO COORDINATE SALES ACTIVITIES WITHIN THE STORE THAT RELATE TO ADVERTISED MERCHANDISE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
048 Ability to inform customers of special events or promotions within the store.	Have students visit a local store where they are aware of a special event or promotion taking place. While "shopping" for a similar or related item, students should see if different salespeople refer them to the special promotion. Have students select an advertisement which features a special event or promotion within the store. Students should then visit the store to see if the location can easily be found through the use of signs, or in a prominent display area.	IDECC LAP 048 Retail Merchandising Chapter 13 Fundamentals of Selling Chapter 13 Retail Selling Chapter 29 "How-To" Tapes and Workbook For Hardware/Home Center Operators Tape and Workbook No. 10 Advanced Course in Hardware Retailing - Chapter 2
OTHER CLUSTER COMPETENCIES: 003 039 042 070		

Advertising

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO COORDINATE SALES ACTIVITIES WITHIN THE STORE THAT RELATE TO ADVERTISED MERCHANDISE.

What Does the Competent Marketing Employee Do?

070
Attitude that it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.

OTHER CLUSTER COMPETENCIES:

003
039
042
048

Suggested Learning Activities

Have each student select a product and list all the merchandise facts one can learn about the product. From this list, have students identify which selling points they would use to sell the product to different types of customers, such as a man, woman, teenager, or elderly couple.

Prepare a sales presentation evaluation form on which to note a salesperson's use of merchandise facts. Divide students into pairs. Have one student shop for a product while the other listens nearby and completes the evaluation form. Have students switch activities at another store. Share the students' findings during a class discussion.

References

IDECC LAP 070

Retail Merchandising
Chapter 11

Retailing Principles and
Practices - Unit 3

Fundamentals of Selling
Chapter 9

Salesmanship Fundamentals
Chapter 9

Advertising and Displaying
Merchandise - Chapter 2

Retail Selling - Chapter 29

Advanced Course in Hardware
Retailing - Chapter 2

Advertising

Cluster Instructional Objective:

IN SIMULATED SITUATIONS, THE STUDENT WILL PREPARE COORDINATED ADVERTISEMENTS AND DISPLAYS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
069 Attitude that advertising should be supplemented by attractive displays and an efficient sales force. 071 Attitude that advertising's effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.	Have each student plan a promotional campaign for a different season or special event pretending that he/she is a manager of a large store. Students should prepare a report on the activities they would use to coordinate the advertising sales promotion and public relations programs to attract customers. Each student should present his/her report to the class. Have students interview the promotional manager of a local store that is launching a special promotional campaign about the activities being used. Discuss the interviews and list other possible activities that could have been used successfully in the different stores.	IDECC LAP 069 IDECC LAP 071 Advertising - Chapter 7 Advertising and Displaying Merchandise - Section 1 Retailing Principles and Practices - Part 17 Fundamentals of Selling Chapter 14 "How-To" Tapes and Workbook For Hardware/Home Center Operators Tape and Workbook No. 8

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL UTILIZE GOOD TECHNIQUES IN COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

127
Skill in communicating effectively with customers, co-workers and supervisors.

OTHER CLUSTER COMPETENCIES:

102
147
145
168

Suggested Learning Activities

Give a presentation in which you explain the three basic purposes of communication, the five steps for effective communication, and the two considerations unique to written communication, asking students to give examples for each.

Provide examples of communications and have students analyze each to determine if the five steps for effecitve communication were followed. Discuss how they might be improved.

Invite a resource person to speak to the class on the importance of good communication skills to a salesperson, what communication skills are most used, what errors are most often made, and what salespeople can do to improve their communication skills.

References

IDECC LAP 127

Communicating at Work

Communications in Marketing
Chapters 1, 8

Retail Selling
Chapter 8

Fundamentals of Selling
Chapter 5

General Merchandise
Retailing - Chapter 3

Human Relations in
Business - Chapter 6

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL UTILIZE GOOD TECHNIQUES IN COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
102 Knowledge of when to keep communications confidential.	Lead a class discussion in which students identify types of communications that should be kept confidential, give examples of what can happen when store employees reveal confidental information to other employees and outsiders, and describe the effects of doing so on the individual's and the business' reputations. Provide case studies for students to read and discuss regarding confidential information and whether the information should or should not be disclosed in different situations or to only certain people. Invite a manager or personnel manager of a local business to speak to the class on what kinds of information should be kept confidential, what policies the store employees follow regarding privileged information and the effects of disclosing information that should be kept confidential.	IDECC LAP 102 General Merchandise Retailing - Page 26 Business English in Communications - Page 372
OTHER CLUSTER COMPETENCIES: 127 147 145 168		

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL UTILIZE GOOD TECHNIQUES IN COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

147
Attitude that in distributive occupations the "spoken word" is an important tool of the trade.

OTHER CLUSTER COMPETENCIES:

127
102
145
168

Suggested Learning Activities

Lead a class discussion on why and how different distributive occupations are dependent upon the "spoken word."

Have each student write an essay on how communication works in the distributive occupation he/she is interested in and why the "spoken word" is so important in that job.

Have each student interview a salesperson for a local business on the way communication travels from management to employees to customers. Students should prepare a paragraph or flow chart to share with the class.

References

IDECC LAP 147

Communications in Marketing - Chapter 1

General Merchandise Retailing - Chapter 3

Retailing Principles and Practices - Part 56

Fundamentals of Selling Chapter 3, B

Retail Selling - Chapter 9

Salesmanship Fundamentals Chapter 6

Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL UTILIZE GOOD TECHNIQUES IN COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

145
Attitude that poor or awkward grammar lowers store personnel, store image and merchandise value in the estimation of the customer.

OTHER CLUSTER COMPETENCIES:

127
102
147
168

Suggested Learning Activities

Invite a local store manager to speak to the class on how poor or awkward grammar lowers store personnel, store image, and merchandise value in the customer's eyes.

Divide students into small groups and have each group list words and phrases commonly misused and examples of actual experiences they have had where a store's image and its merchandise value were lowered due to poor grammar usage by salespeople. Then, each group can share its thoughts in a class discussion.

Let pairs of students develop and present a role-playing situation to show the effect of salespeople's poor grammar usage on store image and merchandise value.

Provide case studies for students to identify grammar errors and discuss their effects and how to improve the situation.

References

IDECC LAP 145

Fundamentals of Selling
Chapter 3, B

Retail Selling - Chapter 9

Salesmanship Fundamentals
Chapter 6

Communications in Marketing
Chapter 3

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL UTILIZE GOOD TECHNIQUES IN COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

168
A belief that communications between the various departments and divisions within a business will result in a more efficient operation with mutual benefits to all.

OTHER CLUSTER COMPETENCIES:

127
102
147
145

Suggested Learning Activities

Lead a class discussion in which students list reasons why and how inter-departmental communications are important to a retail organization and how poor communication channels affect the store's reputation and profits.

Have students prepare organizational charts showing channels of communication at their training stations or provide sample charts. Discuss what could happen if the communication process bypassed part of the channel or was interrupted at a mid-point in the channel.

Invite a business representative to speak to the class on the importance of inter-departmental communication to business success.

Have each student interview a local business manager regarding his/her business' channel of communication and why interdepartmental communications are important to the business' success.

References

IDECC LAP 168

Communications in Marketing
Chapter 1

Retail Merchandising
Page 175

Retailing Principles and
Practices - Part 56

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL LISTEN CAREFULLY WHEN COMMUNICATING--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

119
Skill in listening to and following directions.

OTHER CLUSTER COMPETENCIES:

130

Suggested Learning Activities

Give a presentation explaining the four principles of good listening:

1) Prepare to listen
2) Have an open mind
3) Listen carefully
4) Listen with empathy.

Discuss the importance of these principles to distributive occupations.

Prepare a tape recording of verbal instructions containing at least five steps. Without taking notes, students should listen to the tape and then follow the directions given so that they accomplish the task correctly.

Divide students into pairs and let each pair develop and present a role-playing situation in which directions or instructions are given by one student to the other and what happens as a result of good OR poor listening.

References

IDECC LAP 119

Communication at Work
Unit 2

Communications in Marketing
Chapter 2

Effective English for Business
Communication - Chapter 3

Business English in Communication
Section 39

Business English & Communication
Chapter 3

Salesmanship Fundamentals
Chapter 6

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL LISTEN CAREFULLY WHEN COMMUNICATING--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

130
Skill in listening to customers' names and addresses and writing them correctly.

OTHER CLUSTER COMPETENCIES:

119

Suggested Learning Activities

Prepare a tape recording on which various students or teachers "phone" a store to change an address, voice a complaint, place an order, etc. Play the tape in class and have students listen and write the caller's name, address, telephone number, and brief message for each situation.

Obtain teletrainer equipment from your local telephone company. Have students take turns reading three names, addresses, and phone numbers from the local directory at random over the teletrainer equipment as other students record the information.

Pre-arrange a time to telephone each student at his/her home to change an address, voice a complaint, place an order, leave a message for another employee, etc. Students should record your name, address, telephone number, and message, and bring to school the next day for evaluation.

References

IDECC LAP 130

Communication at Work
Unit 2

Communications in Marketing
Chapter 2

Effective English for Business
Communication - Chapter 3

Business English in
Communication - Section 39

Business English and
Communication - Chapter 3

Salesmanship Fundamentals
Chapter 6

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

096
Knowledge of how to address other people in a business-like manner whether they are customers, fellow employees, supervisors, or management.

OTHER CLUSTER COMPETENCIES:

122
137
152
111
164
166

Suggested Learning Activities

Invite the training director from the personnel department of a large retail store to speak to the class about the ways that employees are taught to address customers, fellow employees, supervisors, and management.

If a speaker is unavailable, give a presentation on how to properly address people in a business-like manner, regardless of their position.

Divide students into pairs. Help each pair plan a role-playing situation regarding introductions. When presented, other students should decide if the introduction or manner of address was correct, and if not, how to correct it.

Provide case studies regarding introductions and addressing people for students to read. Discuss whether each situation was handled properly, and if not, how to correct it.

References

IDECC LAP 96

Human Relations in Business
Chapter 6

Communications in Marketing
Chapter 3

Communication at Work
Unit 1

Business English in
Communications - Section 42

Effective English for Business
Communication - Unit 8, Sec. 7

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
122 Skill in effective use of speech and vocabulary. OTHER CLUSTER COMPETENCIES: 096 137 152 111 164 166	Invite the school speech (or English) teacher to speak to the class on good grammar usage in an effective speech and use of vocabulary. Divide students into small groups and have them list examples of poor grammar usage they are guilty of and have heard others say. Each group should then share its examples with the class and discuss how poor grammar usage can hurt a business' image. Give students a list of sentences or a story containing examples of poor grammar or vocabulary usage and let them check and correct each example. Students should turn in or trade papers for evaluation. Over a period of two weeks, have students record examples of poor grammar and vocabulary usage that they hear salespeople, friends, family, and others make--specifically identifying salesperson errors. Afterwards, discuss how these errors can hurt the image of a business, and how poor grammar and vocabulary can be improved.	IDECC LAP 122 Communications in Marketing Chapter 4 Business English and Communication - Parts 3, 6 Business English in Communications - Unit 4 Fundamentals of Selling Chapter 3, B Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

137
An ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

OTHER CLUSTER COMPETENCIES:

096
122
152
111
164
166

Suggested Learning Activities

Invite the school speech teacher to talk to the class on the principles of speaking, how to talk clearly and pleasantly, and how to convey spirit and enthusiasm when speaking.

Provide a list of ten sentences. Have each student stand and read each sentence twice--the first time in a monotone and the second time changing the pitch to emphasize certain words in order to convey spirit and enthusiasm. Other students should evaluate each student's ability to convey spirit and enthusiasm as well as talking clearly and pleasantly.

Have students listen to a tape recording on which various people "sell" a product--some do not speak clearly, some seem bored, some convey enthusiasm for the product, etc. After hearing each "sales pitch," students should discuss its effect on customers; and after hearing all of them, discuss the differences and which presentations would influence the customer to buy.

References

IDECC LAP 137

Communication at Work
Unit 1

Communications in Marketing
Chapter 3

Effective English for Business
Communication - Part 6

Business English in
Communications - Section 38

Fundamentals of Selling
Chapter 3, B

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

152
An appreciation of the value of correct enunciation and pronunciation in speaking.

OTHER CLUSTER COMPETENCIES:

096
122
127
111
164
166

Suggested Learning Activities

Provide a list of "tongue twisters." Have students take turns reading them aloud to help develop their pronunciation and enunciation.

Show the following statements on a transparency:

1) Wuryagoin?
2) Whutimizut?
3) Uh tole um uh din waneny.
4) Widencha gidda ticket forda boxum match?
5) Uh dunno wya din gimme some.

Have students decipher these statements. Discuss how slurring, running words together, or mispronouncing words can prevent sales by distracting the customer, and how such speaking can hurt the image of the salesperson and the store.

References

IDECC LAP 152

Communications in Marketing
Chapter 3

Effective English for Business
Communication - Unit 5, Sec. 2

Business English and
Communication - Unit 55

Business English in
Communications - Section 38

Fundamentals of Selling
Chapter 3, B

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

111
Understand that since interpretations placed on the spoken word vary with different people, one must be careful to speak so that correct interpretation can be made by individual listeners.

164
An awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.

OTHER CLUSTER COMPETENCIES:

096
122
137
152
166

Suggested Learning Activities

In a class discussion, have students list words that could be misinterpreted by customers. Write each on a blackboard or transparency and have students think of another word that better illustrates or explains what they are trying to say, writing it beside the first word.

Have students also list current slang terms and their meanings. Discuss why an older customer or unknowledgable person would have difficulty understanding what was meant by the terms and how this would affect sales.

Record a story on tape. Without taking notes, students should listen to the tape and then write their interpretations of the story on paper. Have the students compare their interpretations and discuss why and how different interpretations can be made by individual listeners.

Provide a list of words or sentences that can have several meanings depending on the listener's interpretation. Discuss how misinterpretations could develop from using such words or phrases in a sales presentation and how to avoid doing so.

References

IDECC LAP 111
IDECC LAP 164

Effective English for Business Communication - Units 6, 7

Communication at Work
Unit 1

Communications in Marketing
Chapter 1

Fundamentals of Selling
Chapter 3, B

Working at Human Relations
Chapter 4

Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

166
A realization that gestures help convey feelings in spoken communications.

OTHER CLUSTER COMPETENCIES:

096
122
137
152
111
164

Suggested Learning Activities

For a period of one week, have students observe and record the different gestures made by friends, teachers, and family when they are communicating. Then, have a class discussion on how gestures help convey feelings in spoken communications.

Have each student observe five different salespeople waiting on a customer and determine the emotions that they convey through gestures. Students should take notes and share their findings with the class during a discussion on how gestures can affect a sales presentation.

Have each student role-play an emotion, using no verbal communication, only gestures, and let other students guess what emotion he/she is trying to convey.

Have each student watch a television program for five to ten minutes without the sound. Students should see if they can follow what is happening on the program by watching the characters' facial expressions and gestures.

References

IDECC LAP 166

Effective English for Business Communication - Unit 13, Sec. 1

Business English and Communication - Unit 54

Business English in Communications - Section 41

Communications in Marketing
Chapter 3

Communication at Work
Chapter 1

Communications

Cluster Instructional Objective: THE STUDENT WILL EFFECTIVELY USE THE VOICE WHEN COMMUNICATING--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

150
An awareness that the voice can be used to express conviction and convey confidence.

OTHER CLUSTER COMPETENCIES:

151
154
155

Suggested Learning Activities

Tape several radio or television commercials advertising a product. Have students listen to the tape and write a reaction statement to each commercial. Discuss which voices conveyed more conviction and promoted confidence in the product and how the others could be improved.

Prepare a short sales presentation. After reading through it, have each student record the presentation on tape. Play the recording to the class and decide which readings better expressed conviction and promoted confidence in the product and why.

Have students observe five salespeople waiting on a customer and determine whether the salespeople used their voices to express conviction and convey confidence in the product, how this was done, or how the presentation could be improved.

References

IDECC LAP 150

Communication at Work
Chapter 1

Communications in Marketing
Chapter 3

Business English in
Communications - Section 38

Business English and
Communication - Unit 55

Effective English for
Business Communication
Pages 492 - 493

Retail Selling - Chapter 9

Salesmanship Fundamentals
Chapter 6

Fundamentals of Selling
Page 72

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective: THE STUDENT WILL EFFECTIVELY USE THE VOICE WHEN COMMUNICATING--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

151
Attitude that the tone of voice can express sincere welcome and eagerness to be of service.

OTHER CLUSTER COMPETENCIES:

150
154
155

Suggested Learning Activities

Prepare a tape recording of various "salespeople" greeting a customer--some should express sincere welcome and desire to help, some boredom, some irritation, etc. Play the tape for students, stopping after each greeting for discussion.

Divide students into pairs and let each pair prepare and present a role-playing situation in which a salesperson greets a customer, either conveying a positive or negative feeling. Afterwards, discuss how both types of greetings can affect a business' reputation and profits.

Divide students into small groups and have them think of a word or phrase that can have different meanings depending upon the tone in which it is spoken and think of an example for each meaning. Groups should share their thoughts with the class.

References

IDECC LAP 151

Communication at Work
Chapter 1

Communications in Marketing
Chapter 3

Business English in
Communications - Section 38

Business English and
Communication - Unit 55

Effective English for
Business Communication
Pages 492, 493

Retail Selling - Chapter 9

Salesmanship Fundamentals
Chapter 6

Fundamentals of Selling
Page 72

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective: THE STUDENT WILL EFFECTIVELY USE THE VOICE WHEN COMMUNICATING--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

154
A belief that the voice is an important medium through which selling is accomplished.

OTHER CLUSTER COMPETENCIES:

150
151
155

Suggested Learning Activities

Have each student record a sales presentation for an item sold at their training station or a local store. Play the presentations to the class and have students evaluate each presentation's effectiveness regarding its attention-getting value, enthusiasm, poise, and confidence, and how presentations could be improved.

Have students listen to five TV or radio commercials and rate the announcer's voice for enthusiasm, poise, confidence, and effectiveness in getting attention.

Have students observe five salespeople waiting on a customer and rate their voices for enthusiasm, poise, confidence, and effectiveness in getting attention.

References

IDECC LAP 154

Retail Selling - Chapter 9

Salesmanship Fundamentals
Chapter 6

Fundamentals of Selling
Page 72

Communications in Marketing
Chapter 3

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective:

THE STUDENT WILL EFFECTIVELY USE THE VOICE WHEN COMMUNICATING--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

155
A feeling that voice tone quality enhances the value of the merchandise described.

OTHER CLUSTER COMPETENCIES:

150
151
154

Suggested Learning Activities

Tape record several radio or TV commercials, ranging from "soft sell" to "hard sell." Play the tape for the students and have them react to each commercial regarding the product image conveyed by the announcer's voice tone quality.

Divide students into pairs and let each pair prepare and present a role-playing situation in which a salesperson uses tone of voice to enhance or detract from the value of the merchandise to the customer. Discuss each presentation and why it was good or how it could be improved.

Have students observe five salespeople waiting on customers and determine if the salespeople's voice tones enhanced or detracted from the value of the merchandise in the customer's eyes. Students should take notes for a class discussion.

References

IDECC LAP 155

Retail Selling - Chapter 9

Salesmanship Fundamentals
Chapter 6

Fundamentals of Selling
Page 72

Communications in Marketing
Chapter 3

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DEMONSTRATE CORRECT TELEPHONE USAGE.

What Does the Competent Marketing Employee Do?

114
Skill in using the telephone correctly and most effectively.

OTHER CLUSTER COMPETENCIES:

115

Suggested Learning Activities

Obtain literature from your local telephone company or a personnel department regarding correct telephone usage. Discuss the material with students.

Duplicate and hand out forms commonly used in businesses to record phone messages, take phone orders, etc. Have students pretend they are answering the telephone while you "phone" their business and record the information on the appropriate form. Students should turn in or trade papers for evaluation.

Obtain a teletrainer from your local telephone company (if unavailable, use play phones). Have students take turns practicing their telephone skills--taking messages, transferring calls, using hold button, etc.

References

IDECC LAP 114

Effective English for Business Communication - Unit 13, Sec. 2

Business English in Communication - Section 42

Business English and Communication - Unit 57

Retail Selling
Chapter 27

Fundamentals of Selling
Chapter 12, B

Communications in Marketing
Chapter 4

Selling Principles and Practices - Chapter 18

Communications

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DEMONSTRATE CORRECT TELEPHONE USAGE.

What Does the Competent Marketing Employee Do?

115
Skill in receiving or giving telephone orders, complaints, and messages.

OTHER CLUSTER COMPETENCIES:

114

Suggested Learning Activities

Using the teletrainer (or play phones), have each student practice making and receiving telephone calls to ask for information, place an order, voice a complaint, leave a message, etc. Other students should listen and evaluate.

Make up a schedule and have students telephone ten other students (and receive ten calls) to ask for information, place an order, voice a complaint, leave a message, etc. When receiving a call, students should record the information and turn in for evaluation. When students make calls, they should plan the call beforehand and write it out as a basis to evaluate the "receiver's" recorded information.

References

IDECC LAP 115

Retail Selling
Chapter 27

Retail Merchandising
Chapter 12, C

Fundamentals of Selling
Chapter 12, B, C

Retailing Principles and
Practices - Part 45

Salesmanship Fundamentals
Chapter 19

Learning Experiences in
Retailing - Page 306

Communications in Marketing
Chapter 4

General Merchandise Retailing
Chapter 3

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN PREPARING EFFECTIVE WRITTEN COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?

094
Knowledge of how to use written communications in forms and reports.

OTHER CLUSTER COMPETENCIES:

095

Suggested Learning Activities

Duplicate and hand out the forms commonly used in a business. Explain their purposes and how to correctly complete each form. Then, have students complete the forms from the information contained in written informational paragraphs.

Have each student visit a business and ask for a sample of the business forms the business uses. Students should bring the forms to class and discuss how to use each effectively.

Have students prepare posters or a bulletin board showing various business forms and how they are used.

References

IDECC LAP 094

Communications in Marketing
Chapter 7

Business English and
Communication - Chapter 9

Business English in
Communications - Unit 12

Effective English for Business
Communication - Units 8, 14

Selling Principles and
Practices - Chapter 6

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN PREPARING EFFECTIVE WRITTEN COMMUNICATIONS--AS OBSERVED OVER A PERIOD OF TIME.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
095 Knowledge of the correct forms used in business writing.	Give a presentation on the different business letter forms, their purposes, and when each style should be used. Duplicate and hand out copies of business letters to students. While showing each letter on a transparency, have students identify each style and any errors contained in the letter. Have students collect sample letters from businesses or mail they have received and prepare posters or a bulletin board showing different letter styles and how they may be used.	IDECC LAP 095 Business English in Communications - Area 2 Business English and Communication - Chapters 7, 8 Effective English for Business Communication - Unit 8 Communications in Marketing Chapter 7 Selling Principles and Practices - Chapter 6
OTHER CLUSTER COMPETENCIES: 094		

Display

Cluster Instructional Objective: THE STUDENT WILL DESCRIBE THE BASIC PRINCIPLES OF DISPLAY.

What Does the Competent Marketing Employee Do?

179
Knowledge of the principles of color, harmony, balance, and proportion in display construction.

OTHER CLUSTER COMPETENCIES:

189

Suggested Learning Activities

After reading material in the resources, have students identify the following: primary colors, secondary colors, tertiary colors; colors that form complementary, triadic, and analogous color schemes; illustrations of formal and informal balance; patterns of arrangements; etc.

Invite the school art teacher to speak to the class about the principles of color, harmony, balance, and proportion as they relate to display construction.

Have students collect magazine display advertisements to use in class discussion on display principles.

Have students visit three retail businesses to inspect their window and interior displays. Have students take notes regarding the design principles in use for a class discussion.

References

IDECC LAP 179

Display and Promotion
Chapter 4

Advertising and Displaying
Merchandise - Section 5

General Merchandise
Retailing - Chapter 12

Retailing Principles and
Practices - Parts 34, 35

Retail Merchandising
Chapter 14, D

Fundamentals of Selling
Chapter 14, D, E

The Display Specialist
Chapter 4

Modern Display Techniques
Chapters 2, 4

Display

Cluster Instructional Objective: THE STUDENT WILL DESCRIBE THE BASIC PRINCIPLES OF DISPLAY.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
189 Knowledge of the principles of mass display.	Give a presentation on the characteristics and principles of mass display, showing transparencies of different types of mass displays. Then show students examples of displays and have them identify the type and principles used in each. Have students cut out pictures of mass displays from newspapers or magazines or sketch actual mass displays in local businesses, identifying the type of display and principles used in each.	IDECC LAP 189 Display and Promotion Chapter 1 Retail Merchandising Chapter 14, B Fundamentals of Selling Chapter 14, D
OTHER CLUSTER COMPETENCIES: 179		

Display

Cluster Instructional Objective:

THE STUDENT WILL EXPLAIN THE IMPORTANCE AND PURPOSES OF GOOD DISPLAYS.

What Does the Competent Marketing Employee Do?

237
Attitude that good display of merchandise is a prime factor in developing a customer's interest.

OTHER CLUSTER COMPETENCIES:

240
241
242
251
259
260

Suggested Learning Activities

Divide students into small groups and have each group prepare a report on why they believe good display of merchandise is a prime factor in developing a customer's interest. Groups may then share their views.

Have students visit several local businesses to observe the ways that displays are used to develop customer interest. Have them report on any special displays that caught their attention.

Have students interview a store employee who develops displays to determine specific points or methods that are used to develop customer interest.

References

IDECC LAP 237

Display and Promotion
Chapter 1

General Merchandise
Retailing - Chapter 12

Advertising and Displaying
Merchandise - Section 1

Retailing Principles and
Practices - Part 17

Retail Merchandising
Chapter 14

Fundamentals of Selling
Chapter 14, D, E

The Display Specialist
Chapter 1

Display

Cluster Instructional Objective: THE STUDENT WILL EXPLAIN THE IMPORTANCE AND PURPOSES OF GOOD DISPLAYS.

What Does the Competent Marketing Employee Do?

240
Attitude that good displays can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, and build goodwill.

OTHER CLUSTER COMPETENCIES:

237
241
242
251
259
260

Suggested Learning Activities

Divide students into small groups and have each group prepare a report on one of the following:
How displays can be used to
1) create prestige,
2) obtain publicity,
3) educate the public,
4) introduce new styles,
5) show new uses for goods,
6) build goodwill.
Have each group present their report to the class.

Write on the blackboard or a transparency these headings: create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, build goodwill. In a large group discussion format, have students give their ideas on how displays can be used in each category, writing students' responses under each heading.

Have students visit local businesses to observe displays that perform the functions listed in the above activity.

References

IDECC LAP 240

Display and Promotion
Chapters 1, 2

General Merchandise Retailing
Chapter 12

Advertising and Displaying
Merchandise - Section 1

Retailing Principles and
Practices - Part 17

Retail Merchandising
Chapter 14

Fundamentals of Selling
Chapter 14, D, E

The Display Specialist
Chapter 1

Display

Cluster Instructional Objective: THE STUDENT WILL EXPLAIN THE IMPORTANCE AND PURPOSES OF GOOD DISPLAYS.

What Does the Competent Marketing Employee Do?

241
Attitude that displays tied in with local activities or seasonal events will create a favorable impression in the community.

OTHER CLUSTER COMPETENCIES:

237
240
242
251
259
260

Suggested Learning Activities

Divide students into groups and have each group develop a special activity/display for each month of the year.

Have students collect pictures of displays used to tie in with special activities or seasonal events. Have students make posters or a bulletin board with these pictures.

Have students develop a sample display guide of annual events for their training stations or a local business. (They may need to visit the business and talk with store personnel regarding special annual store events).

References

IDECC LAP 241

Display and Promotion
Chapters 1, 2

Retailing Principles and
Practices - Parts 17, 71

Retail Merchandising
Chapter 14

Advertising and Displaying
Merchandise - Section 1

General Merchandise Retailing
Chapter 12

Fundamentals of Selling
Chapter 14, D

Display

Cluster Instructional Objective:

THE STUDENT WILL EXPLAIN THE IMPORTANCE AND PURPOSES OF GOOD DISPLAYS.

What Does the Competent Marketing Employee Do?

242
Attitude that displays should reflect the character of the store in both quantity and quality.

OTHER CLUSTER COMPETENCIES:

237
240
241
251
259
260

Suggested Learning Activities

Divide students into small groups and have each group prepare a report regarding this statement: "Displays reflect the character of businesses in both quality and quantity." In the reports, students should include their opinions regarding the importance of this statement to display personnel who plan and prepare displays.

Invite the display manager or manager of a local business to speak to the class on the topic "How displays reflect the character of our business in both quality and quantity."

Have selected students interview a display manager or local business manager regarding the topic "How displays reflect the character of our business in both quality and quantity." Have each student report his/her findings to the class.

References

IDECC LAP 242

Display and Promotion
Chapter 2

Retailing Principles and
Practices - Part 17

Advertising and Displaying
Merchandise - Section 1

General Merchandise Retailing
Chapter 12

Retail Merchandising
Chapter 14

Retail Selling - Chapter 28

Fundamentals of Selling
Chapter 14, D, E

Display

Cluster Instructional Objective:

THE STUDENT WILL EXPLAIN THE IMPORTANCE AND PURPOSES OF GOOD DISPLAYS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
251 Attitude that special displays can create a favorable price-image in the minds of customers.	Divide students into groups and have each group prepare a report on how special displays can create favorable price-images in the minds of customers. Groups should then share their ideas.	IDECC LAP 251 Retail Merchandising Chapter 14 Advertising and Displaying Merchandise - Chapters 5, 6, 7 Retailing Principles and Practices - Part 17 General Merchandise Retailing Chapter 12 Fundamentals of Selling Chapter 14, D
	Have the display manager or manager of a local business speak to the class on how his/her business uses special displays to create favorable price-images in the minds of customers.	
	Have selected students interview a display manager or manager of a local business to determine how that business uses special displays to create favorable price-images in the minds of customers. Have each student report his/her findings to the class.	
OTHER CLUSTER COMPETENCIES: 237 240 241 242 259 260	Have students visit local businesses to observe displays that are designed to create favorable price-images in the minds of customers. They should note special points or make sketches of the displays to share with the class.	

Display

Cluster Instructional Objective: THE STUDENT WILL EXPLAIN THE IMPORTANCE AND PURPOSES OF GOOD DISPLAYS.

What Does the Competent Marketing Employee Do?

259
Attitude that good display (or visual merchandising) plays a major role in the volume movement of goods.

OTHER CLUSTER COMPETENCIES:

237
240
241
242
251
260

Suggested Learning Activities

Have students visit local stores and prepare written examples of visual displays that assist in the volume movement of goods. Students should note special features of the displays or make sketches of the displays to share with the class.

Have students collect pictures of displays or make sketches of displays they have seen that were designed for volume movement of goods. Make posters or a bulletin board from these pictures.

Have students keep a two-week record of parents' expenditures to determine if special displays played a part in influencing their decision to buy.

Divide students into small groups and have each group list ways and reasons why good displays can assist in the volume movement of goods. Have each group share its ideas in a class discussion.

References

IDECC LAP 259

Retail Merchandising
Chapter 14

Advertising and Displaying
Merchandise - Chapters 5, 6, 7

Retailing Principles and
Practices - Part 17

General Merchandise Retailing
Chapter 12

Fundamentals of Selling
Chapter 14, D

Display

Cluster Instructional Objective:

THE STUDENT WILL EXPLAIN THE IMPORTANCE AND PURPOSES OF GOOD DISPLAYS.

What Does the Competent Marketing Employee Do?

260
Attitude that increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

OTHER CLUSTER COMPETENCIES:

237
240
241
242
251
259

Suggested Learning Activities

Give a presentation on "Why stores should display their merchandise in a manner that is both pleasing and easy for customers to buy at all times." Provide case studies for students to read and discuss.

Invite a display manager or local store manager to speak to the class on "Why stores should display their merchandise in a manner that is both pleasing and easy for customers to buy at all times."

Have selected students interview a display manager or local store manager on why stores should display their merchandise in a manner that is both pleasing and easy for customers to buy at all times. Have each student report his/her findings to the class.

Divide the class into small groups and have each group list reasons why stores should display their merchandise in a manner that is both pleasing and easy for customers to buy at all times. Have each group share its ideas in a class discussion.

References

IDECC LAP 260

Retail Merchandising
Chapter 14

Advertising and Displaying
Merchandise - Chapters 5, 6, 7

Retailing Principles and
Practices - Part 17

General Merchandise Retailing
Chapter 12

Fundamentals of Selling
Chapter 14, D

Display

Cluster Instructional Objective:

IN AN ACTUAL OR SIMULATED BUSINESS SITUATION, THE STUDENT WILL BE ABLE TO SELECT MERCHANDISE APPROPRIATE FOR DISPLAY.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
210 Skill in scheduling and featuring merchandise in displays at the same time it is being advertised.	Give a presentation on how to prepare an advertising and display calendar and display schedule. Divide students into small groups. Give each group several newspaper ads and have them design a display schedule that could be used by a display department for displaying the merchandise featured in the ads.	IDECC LAP 210 Advertising and Displaying Merchandise - Section 5 Retailing Principles and Practices - Part 36 General Merchandise Retailing Chapter 12
	Give students a list of merchandise to be featured in advertising each month. Have them develop themes for the displays and a display schedule that can be used for effectively displaying the merchandise each month.	
OTHER CLUSTER COMPETENCIES: 250	If possible, have students help with setting up merchandise that will be featured in advertising at their training stations.	
	Give students a store layout and newspaper ad. Have each student develop a display schedule for the featured merchandise items, determining where the displays will be located.	

Display

Cluster Instructional Objective:

IN AN ACTUAL OR SIMULATED BUSINESS SITUATION, THE STUDENT WILL BE ABLE TO SELECT MERCHANDISE APPROPRIATE FOR DISPLAY.

What Does the Competent Marketing Employee Do?

250
Attitude that an item of merchandise should be allotted display space based on its sales volume.

OTHER CLUSTER COMPETENCIES:

210

Suggested Learning Activities

Divide students into small groups. Have each group write a list of merchandise that group members think should be allotted:
1) a large amount of display space,
2) a medium amount of display space,
3) a small amount of display space.
Each group should explain how and why they allotted certain display space for the various items.

Give each student an ad from a local business. Students should choose an item of merchandise featured in the ad to receive:
1) a large display space
2) a medium display space
3) a small display space.
Students should discuss in writing why they elected to display the merchandise in the chosen amount of space and share with the class.

References

IDECC LAP 250

Retail Merchandising
Chapter 14, C

Advertising and Displaying
Merchandise - Section 7

Departmental Merchandising
Guide - Pages 8-9

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE DISPLAY SIGNS FOR IN-STORE PROMOTION.

What Does the Competent Marketing Employee Do?

227
Ability to letter and design a simple sign.

OTHER CLUSTER COMPETENCIES:

195
219
180
225
239

Suggested Learning Activities

Invite the school art teacher to explain and demonstrate how to letter display signs using Gothic, Roman, or other types of lettering.

Have students practice lettering sign copy until they feel comfortable drawing the letters. Have each student select an item of merchandise, plan written copy suitable for a display sign, and letter card stock with the copy.

Have students find examples of display signs in the magazine Visual Merchandising. Have them try to reproduce three signs on card stock.

If possible, have students participate in lettering signs for use at their training stations or local businesses. Students should first submit a sketch of each sign for approval, then create the final copy.

References

IDECC LAP 227

General Merchandise Retailing
Chapter 12

Advertising and Displaying Merchandise - Section 7

Retailing Principles and Practices - Part 36

The Display Specialist
Chapter 6

Modern Display Techniques
Chapter 9

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE DISPLAY SIGNS FOR IN-STORE PROMOTION.

What Does the Competent Marketing Employee Do?

195
Knowledge of how to develop display signs for self-service or self-selection fixtures that provide the customer with the key features and selling price of the merchandise.

219
Skill in developing display signs for self-service or self-selection fixtures that provide the customer with the key features and selling price of the merchandise.

OTHER CLUSTER COMPETENCIES:

227
180
225
239

Suggested Learning Activities

Invite a resource person to speak to the class and demonstrate how to design and sketch display signs for self-selection displayed merchandise.

Have students select three items of merchandise suitable for self-selection display and sketch display signs for the items that will aid in selling the merchandise.

Have students observe self-selection display signs in stores to determine if the signs contain the key features and selling price of the merchandise. Have students note any deficiencies in the sign content for class discussion.

Provide examples of good self-selection display signs and have students duplicate them on letter card stock.

References

IDECC LAP 195
IDECC LAP 219

Advertising and Displaying Merchandise - Section 7

Display and Promotion
Chapter 3

Retailing Principles and Practices - Part 36

Fundamentals of Selling
Chapter 14, E

Modern Display Techniques
Chapter 9

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE DISPLAY SIGNS FOR IN-STORE PROMOTION.

What Does the Competent Marketing Employee Do?

180
Knowledge of the uses of price cards and "silent salesmen."

OTHER CLUSTER COMPETENCIES:

227
195
219
225
239

Suggested Learning Activities

After reading selected references, have students list the ways that price cards assist in selling merchandise, serving as "silent salesmen." Then, show examples of price cards and see if students can add to their lists.

Provide a list of merchandise items and their prices. Have students select five items, plan and design price cards for the items, then prepare the actual signs from card stock.

Invite a resource person to demonstrate and discuss how to plan and design price cards. From examples the speaker provides, have students duplicate the signs on card stock.

References

IDECC LAP 180

Advertising and Displaying
Merchandise - Section 7

Display and Promotion
Chapter 6

General Merchandise Retailing
Chapter 12

Retailing Principles and
Practices - Part 36

The Display Specialist
Chapter 6

Modern Display Techniques
Chapter 9

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE DISPLAY SIGNS FOR IN-STORE PROMOTION.

What Does the Competent Marketing Employee Do?

225
Skill in using price cards to emphasize the price of merchandise being shown.

OTHER CLUSTER COMPETENCIES:

227
195
219
180
239

Suggested Learning Activities

Have students prepare five price cards on card stock, emphasizing price, to place on or near merchandise displayed in the school store or D. E. laboratory. Evaluate the price cards using the following display evaluation sheet:

1) Can the customer see the price card?
2) Is the price card partially hidden from the customer's view?
3) Does the price card distract from the display?
4) Is the price card appropriate for the display item?
5) Does the price card conform to the store image?
6) Is the information correct on the price card?

Have students evaluate ten price cards at their training stations or local stores, using the display evaluation sheet given above.

References

IDECC LAP 225

Advertising and Displaying Merchandise - Section 7

Display and Promotion
Chapter 6

General Merchandise Retailing
Chapter 12

Retailing Principles and Practices - Part 36

The Display Specialist
Chapter 6

Modern Display Techniques
Chapter 9

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE DISPLAY SIGNS FOR IN-STORE PROMOTION.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
239 Attitude that self-selection merchandise must be properly signed or identified for greatest ease in customer selection.	Conduct a group discussion on why self-selection merchandise should or should not be signed. Write the reasons given on a blackboard or transparency.	IDECC LAP 239 Advertising and Displaying Merchandise - Section 7
	Have students observe the displays at three different local stores to determine if the displays are properly signed to ease customer selection. Students should share their findings with the class.	Display and Promotion Chapter 6 General Merchandise Retailing Chapter 12
	Have students prepare a poster or bulletin board showing the importance of properly signed or identified merchandise (self-selection) in order to help ease customer selection.	Retailing Principles and Practices - Part 36 The Display Specialist Chapter 6 Modern Display Techniques Chapter 9
OTHER CLUSTER COMPETENCIES: 227 195 219 180 225		

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL CONSTRUCT MERCHANDISE DISPLAYS.

What Does the Competent Marketing Employee Do?

190
Knowledge of the best arrangements for advertised merchandise on counters, tables, or shelves.

205
Skill in arranging counter displays of merchandise.

OTHER CLUSTER COMPETENCIES:

191
196
201
202
216
209

Suggested Learning Activities

Provide students with a list of ten items that can be displayed in counter, tabletop, and shelf displays. Have students select three items and sketch one counter display arrangement, one tabletop arrangement, and one shelf display arrangement.

Have students observe in local businesses how the countertop, tabletop, and shelf displays are arranged and sketch one of each type of display.

Have one student bring materials and arrange a counter display each day. Have the other students evaluate the display and discuss its good points and how the display might be improved.

Have students set up countertop, tabletop, and shelf displays for merchandise in the school store or D. E. laboratory. Have other students evaluate the displays.

References

IDECC LAP 190
IDECC LAP 205

Display and Promotion
Chapters 4 and 5

Advertising and Displaying
Merchandise - Sections 5, 6, 7

General Merchandise Retailing
Chapter 12

Retail Merchandising
Chapter 14

Modern Display Techniques
Chapter 1

Departmental Merchandising
Guide - Pages 11-26.

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL CONSTRUCT MERCHANDISE DISPLAYS.

What Does the Competent Marketing Employee Do?

191
Knowledge of the ways to develop displays that feature merchandise as near by as possible to the way it will be used.

209
Skill in displaying merchandise as it can be used.

OTHER CLUSTER COMPETENCIES:

190
205
196
201
202
216

Suggested Learning Activities

Have each student select a display in a local business that he/she feels demonstrates the use of the merchandise to shoppers, sketch the display, and write a brief report on how he/she thinks it fulfills the purposes of display.

Have students write an essay on how displays can be effective in showing shoppers how merchandise can be used. Students should include sketches and a list of merchandise that could be effectively displayed in this manner.

Have students collect pictures of displays or sketch actual displays that feature merchandise demonstrating how the item or items can be used. Make a bulletin board or posters with the pictures.

Have one student each day bring materials and construct a display showing the merchandise as it can be used. Have the other students evaluate the display and discuss its good points and how the display might be improved.

Let students construct additional displays in the school store or D. E. laboratory. Other students should evaluate the displays.

References

IDECC LAP 191
IDECC LAP 209

Display and Promotion
Chapters 4 and 5

Advertising and Displaying
Merchandise - Sections 5, 6, 7

General Merchandise Retailing
Chapter 12

Retail Merchandising
Chapter 14

Modern Display Techniques
Chapter 1

Departmental Merchandising
Guide - Pages 11-26.

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL CONSTRUCT MERCHANDISE DISPLAYS.

What Does the Competent Marketing Employee Do?

196
Knowledge of how to use available display space to the best advantage.

OTHER CLUSTER COMPETENCIES:

190
191
201
202
205
216
209

Suggested Learning Activities

Lead a discussion or invite a resource person to speak on the topic "Effectively locating interior displays." Show transparencies of business interiors and discuss where displays could effectively be placed, including selection of appropriate fixtures and props.

On graph paper, have students draw a sketch of a store interior and place symbols on the sketch that represent locations that can be effectively used for displays and what fixtures or props could best be used to facilitate the display.

Have students visit local businesses to observe displays and the props used, and determine if available space is being used most effectively, noting any improvements that could make the displays more effective.

References

IDECC LAP 196

Retail Merchandising
Chapter 14

Display and Promotion
Chapters 3, 4, 5, 6

General Merchandise
Retailing - Chapter 12

Advertising and Displaying
Merchandise - Sections 5, 6, 7

Departmental Merchandising
Guide - Pages 11-26

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL CONSTRUCT MERCHANDISE DISPLAYS.

What Does the Competent Marketing Employee Do?

201
Knowledge of how to use cartons, cases and boxes effectively in building special displays.

OTHER CLUSTER COMPETENCIES:

190
191
196
202
205
216
209

Suggested Learning Activities

Have students select five items of merchandise that can be effectively displayed in cartons, cases, or boxes. Plan and sketch a display for each item that uses cartons, cases or boxes for props. Students should trade and evaluate each other's sketches according to a display rating sheet (example in IDECC LAP 201).

Have students observe displays in local businesses that use cartons, cases, or boxes for props. Students should evaluate five displays, using a display rating sheet.

Have students photograph or sketch business displays or collect advertisements of merchandise effectively displayed using cartons, cases, or boxes and prepare a bulletin board or poster.

References

IDECC LAP 201

Retail Merchandising
Chapter 14

Fundamentals of Selling
Chapter 14, D, E

Display and Promotion
Chapters 3, 4, 5, 6

General Merchandise
Retailing - Chapter 12

Advertising and Displaying
Merchandise - Sections 5, 6, 7

The Display Specialist
Chapter 6

Display

Cluster Instructional Objective: IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL CONSTRUCT MERCHANDISE DISPLAYS.

What Does the Competent Marketing Employee Do?

202
Knowledge of how to create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

OTHER CLUSTER COMPETENCIES:

190
191
196
201
205
216
209

Suggested Learning Activities

Have each student write a plan for building, and sketch a "special" display that will demonstrate his/her skills in display construction. Discuss the planned display with each student, using the DECA display rating sheet as an evaluation aid (example in ICECC LAP 202).

Divide students into pairs or small groups and have each group plan and sketch a "special" display that can be used for highlightling specific merchandise or special promotions. After approval, one group will construct their display each week. Other students will evaluate the display, using the DECA display rating sheet.

Have students observe displays in local businesses that are being used to highlight specific merchandise or a special promotion. Each student should evaluate five displays, using the DECA display rating sheet.

References

IDECC LAP 202

Retail Merchandising
Chapter 14

Fundamentals of Selling
Chapter 14, D, E

Display and Promotion
Chpaters 3, 4, 5, 5

General Merchandise
Retailing - Chapter 12

Advertising and Displaying
Merchandise - Sections 5, 6, 7

The Display Specialist
Chapter 6

Departmental Merchandising
Guide - Pages 11-26

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL CONSTRUCT MERCHANDISE DISPLAYS.

What Does the Competent Marketing Employee Do?

216
Skill in using mass display in setting up displays of large quantities of merchandise.

OTHER CLUSTER COMPETENCIES:

190
191
196
201
202
205
209

Suggested Learning Activities

Divide students into three or four groups. Make arrangements with display personnel at three or four local stores for students to observe the planning and construction of a mass display. Students should note sequence of activities and photograph the steps in display construction and compare with the other groups.

Using the notes and photographs taken in the above field trip, have each group prepare a poster or bulletin board section on how to construct a mass display.

Have each group plan and construct a mass display in the classroom or at a training station. Other students should evaluate the display, noting any improvements that might add to the display's effectiveness.

Have each student observe and sketch five mass displays at local stores, evaluating each.

References

IDECC LAP 216

Display and Promotion
Chapters 3, 4, 5, 6

Advertising and Displaying
Merchandise - Sections 5, 6, 7

General Merchandise Retailing
Chapter 12

Retail Merchandising
Chapter 14

Fundamentals of Selling
Chapter 14

Departmental Merchandising
Guide - Pages 11-26

Display

Cluster Instructional Objective: IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL MAINTAIN AND DISMANTLE DISPLAYS.

What Does the Competent Marketing Employee Do?

177
Knowledge of the housekeeping procedures necessary for the proper upkeep of department displays of merchandise.

OTHER CLUSTER COMPETENCIES:

252
207
211

148

Suggested Learning Activities

Lead a discussion on the reasons and procedures for proper housekeeping activities necessary for the upkeep of department displays of merchandise. List the necessary duties on a blackboard or transparency as they come up in the discussion.

Have students prepare posters or a bulletin board on "Housekeeping Activities for Proper Maintenance of Displays."

Divide students into small groups. Assuming they are helping to write a manual for new employees, have the groups prepare guidelines of housekeeping activities that should be performed to properly maintain department displays of merchandise.

References

IDECC LAP 177

General Merchandise
Retailing - Chapter 12

Advertising and Displaying
Merchandise - Section 5

Display and Promotion
Chapter 2

149

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL MAINTAIN AND DISMANTLE DISPLAYS.

What Does the Competent Marketing Employee Do?

252
Attitude that clean store display windows enhance the merchandise being shown.

OTHER CLUSTER COMPETENCIES:

177
207
211

Suggested Learning Activities

Have students write a brief essay about the following situation: You are looking at a display in a local store window. You notice that there are many fingerprints as well as a lot of dust on the glass. How do you feel this affects the display?

Lead a class discussion on the reasons why a business should or should not clean its display windows. Write the reasons on a blackboard or transparency as they come up in the discussion.

Have students observe the window displays of five local stores to see if the windows are kept clean. If any stores have smudged or dirty windows, students should note the effect on the displayed merchandise.

References

IDECC LAP 252

Advertising and Displaying Merchandise - Section 6

Retail Merchandising
Chapter 14, B

General Merchandise Retailing
Chapter 12

Display and Promotion
Chapter 2

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL MAINTAIN AND DISMANTLE DISPLAYS.

What Does the Competent Marketing Employee Do?

207
Skill in rearranging or replacing merchandise sold from interior displays.

OTHER CLUSTER COMPETENCIES:

177
252
211

Suggested Learning Activities

On a transparency, show students pictures of two displays--one with all the merchandise and the other with some items missing. Have students write a brief essay on the effect of the missing merchandise and the importance of rearranging or replacing merchandise sold from interior displays.

Remove several items of merchandise from displays in the school store or D. E. laboratory. Have students note the effects of the missing merchandise and discuss the importance of rearranging or replacing merchandise sold from interior displays.

Have students observe interior displays in local stores to see if merchandise is replaced or rearranged when sold from the display. Students may question a store employee who is responsible for maintaining the displays.

References

IDECC LAP 207

Display and Promotion
Chapter 3

Advertising and Displaying
Merchandise - Section 7

General Merchandise Retailing
Chapter 12

Retail Merchandising
Chapter 14, C

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL MAINTAIN AND DISMANTLE DISPLAYS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
211 Skill in dismantling displays so that neither the merchandise nor the fixtures will be damaged.	Lead a class discussion on the steps necessary in dismantling a display in order to avoid damaging the merchandise and fixtures. Demonstrate the proper dismantling of a pre-constructed display in the D. E. laboratory to the class. As the need arises, have students take turns dismantling displays in the school store or D. E. laboratory. Have students prepare posters or a bulletin board showing the proper steps to follow when dismantling a display in order to avoid damaging the merchandise and fixtures or props. If possible, have students participate in the dismantling of displays at their training stations.	IDECC LAP 211 Display and Promotion Chapter 3 Advertising and Displaying Merchandise - Section 7 General Merchandise Retailing Chapter 12 Retail Merchandising Chapter 14, C
OTHER CLUSTER COMPETENCIES: 177 252 207		

Display

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE HOW DISPLAYS CREATE CUSTOMER INTEREST.

What Does the Competent Marketing Employee Do?

238
Attitude that the more customer exposure merchandise has had the more sales it should produce.

OTHER CLUSTER COMPETENCIES:

243

Suggested Learning Activities

Have students read the following statement and write a brief essay regarding its importance to display personnel when planning displays: "The more customer exposure merchandise has the more sales it should produce."

Lead a group discussion on the topic "The more customer exposure merchandise has had the more sales it should produce," and discuss its importance to display personnel when planning displays.

Divide students into small groups and have each group report on the topic "The more customer exposure merchandise has the more sales it should produce." Groups should share their opinions with the class.

Have selected students interview a display personnel employee in a local store to determine his/her feelings about the statement "The more customer exposure merchandise has the more sales it should produce." Students should report their findings to the class.

References

IDECC LAP 238

Display and Promotion
Chapter 2

Advertising and Displaying
Merchandise - Sections 1, 5

General Merchandise Retailing
Chapter 12

Retail Merchandising
Chapter 14

Display

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DESCRIBE HOW DISPLAYS CREATE CUSTOMER INTEREST.

What Does the Competent Marketing Employee Do?

243
Attitude that displays should be changed often to maintain interest from customers.

OTHER CLUSTER COMPETENCIES:

238

Suggested Learning Activities

Have students write a brief essay on the factors they feel that display personnel should consider when determining how often to change displays.

Lead a group discussion on the factors that display personnel should consider when determining how often to change displays. Write each factor on a blackboard or transparency as it comes up in the discussion.

Have selected students interview the display manager or manager of a local business to determine how he or she decides when to change displays. Ask if the business follows a display schedule and if interior displays are changed more frequently than window displays or vice versa. Students should prepare a written report for the instructor and present an oral report to the class.

References

IDECC LAP 243

Display and Promotion
Chapter 2

Advertising and Displaying
Merchandise - Sections 6, 7

Retail Merchandising
Chapter 14

Salesmanship Fundamentals
Chapter 19

Fundamentals of Selling
Chapter 14, D

Human Relations

Cluster Instructional Objective:

IN SIMULATED SITUATIONS, THE STUDENT WILL RELATE THE IMPORTANCE OF GOOD HUMAN RELATIONS TO EMPLOYEE PRODUCTIVITY.

What Does the Competent Marketing Employee Do?

276
Knowledge that human relations in the retail organization consists of an interdependence with fellow employees, supervisors and customers.

OTHER CLUSTER COMPETENCIES:

309
310
320
261

Suggested Learning Activities

Give a presentation on "Interdependent Relationships," explaining the ways that supervisors, employees, and customers depend on each other.

Divide students into small groups. Have each group prepare a report in which they define interdependence and list the ways that:

1) supervisors depend upon their employees
2) employees depend upon their supervisors
3) employees and supervisors depend upon customers

and 4) customers depend upon employees and supervisors.

Each groups should share its findings with the class.

Invite a local business manager to speak to the class on interdependent relationships between supervisors, employees and customers.

Divide students into three groups. Members of one group should interview supervisors regarding their dependence on employees and customers. The second group should interview store employees to find out how these employees depend upon their supervisors and customers; and the third group's members should interview customers to see how they depend upon store employees and supervisors. Groups should share their findings in a class discussion.

References

IDECC LAP 276

General Merchandise Retailing
Chapter 4

Human Relations in Marketing
Chapter 1

Human Relations in Business
Chapter 1

Working at Human Relations
Unit 1

Retailing Principles and Practices - Part 21

Selling Principles and Practices - Chapter 22

Human Relations

Cluster Instructional Objective:

IN SIMULATED SITUATIONS, THE STUDENT WILL RELATE THE IMPORTANCE OF GOOD HUMAN RELATIONS TO EMPLOYEE PRODUCTIVITY.

What Does the Competent Marketing Employee Do?

309
Attitude that next to job performance, human relations is an employee's greatest responsibility.

OTHER CLUSTER COMPETENCIES:

276
310
320
261

Suggested Learning Activities

After reading selected references, have students write a brief essay explaining:
1) why it is necessary for employees to develop and maintain good human relations,
and 2) how employees can accomplish this.

Give a presentation on human relations, explaining the "way" and "how" of good human relations and give examples based on experience.

Invite a business representative to speak to the class on the importance of human relations and ways that employees can develop and maintain good human relations.

Provide case studies involving human relations (or lack of) in retail business situations for students to read and discuss.

References

IDECC LAP 309

General Merchandise Retailing
Chapter 4

Human Relations in Marketing
Chapter 1

Human Relations in Business
Chapter 1

Working at Human Relations
Unit 1

Retailing Principles and Practices - Part 21

Human Relations

Cluster Instructional Objective:

IN SIMULATED SITUATIONS, THE STUDENT WILL RELATE THE IMPORTANCE OF GOOD HUMAN RELATIONS TO EMPLOYEE PRODUCTIVITY.

What Does the Competent Marketing Employee Do?

310
Attitude that the worker's satisfactory job performance includes not only what he/she does, but also how he/she influences other people, whether good or bad.

OTHER CLUSTER COMPETENCIES:

276
309
320
261

Suggested Learning Activities

Have students brainstorm a list of ways to make another person feel important. Write each on a blackboard or transparency. Afterwards, discuss how each way can influence a person in a positive manner.

Give a presentation on "How to win friends and influence people" based on Dale Carnegie's book of the same name. (OR: let a student volunteer to read the book and make the presentation for his/her assignment)

As you read the following questions, have students write their answers on a sheet of paper:

1) List the names of people who make you feel important.
2) What do they say and do to make you feel important?
3) Do you like these people?
4) Are you influenced by them?
5) What do you do and say to make other people feel important? (Try to list at least ten things)

This should make students think about how a store employee can influence other people, either good or bad.

References

IDECC LAP 310

General Merchandise Retailing
Chapter 4

Human Relations in Marketing
Chapter 1

Human Relations in Business
Chapter 1

Working at Human Relations
Unit 1

Retailing Principles and
Practices - Part 21

Human Relations

Cluster Instructional Objective:

IN SIMULATED SITUATIONS, THE STUDENT WILL RELATE THE IMPORTANCE OF GOOD HUMAN RELATIONS TO EMPLOYEE PRODUCTIVITY.

What Does the Competent Marketing Employee Do?

320
A feeling that good human relations within a company builds good public relations.

OTHER CLUSTER COMPETENCIES:

276
309
310
261

Suggested Learning Activities

Give a presentation on how a business can build good public relations, or invite a store representative to speak to the class on this topic.

Divide students into small groups and have each group:

1) define public relations,
2) decide how good public relations are developed,
3) explain why a business should strive to maintain good public relations.

Groups should share their ideas in a class discussion.

In a class discussion, let students tell how their training stations or local businesses promote better public relations, citing specific examples.

Have students pretend they are about to open a new store of their own. Have them write a paper telling how they would build and maintain good public relations.

References

IDECC LAP 320

General Merchandise Retailing
Chapter 4

Human Relations in Marketing
Chapter 1

Human Relations in Business
Chapter 1

Working at Human Relations
Unit 1

Retailing Principles and
Practices - Part 21

Human Relations

Cluster Instructional Objective:

IN SIMULATED SITUATIONS, THE STUDENT WILL RELATE THE IMPORTANCE OF GOOD HUMAN RELATIONS TO EMPLOYEE PRODUCTIVITY.

What Does the Competent Marketing Employee Do?

261
Knowledge of how to get results through people by practicing effective human relations.

OTHER CLUSTER COMPETENCIES:

276
309
310
320

Suggested Learning Activities

Distribute the handout "Human Relations and the Effective Supervisor" in IDECC LAP 261 or give a presentation on that subject. Students should take notes to be able to describe the most important function of a business supervisor or manager and to list at least five specific human relations skills a supervisor needs in order to successfully perform this function.

Have students write a brief essay explaining why it is necessary for a supervisor to practice effective human relations, identifying ten human relations skills that a supervisor should possess.

Provide case problems for students to read and discuss in class, offering solutions to human relations conflicts or problems arising in business situations.

References

IDECC LAP 261

Retail Selling
Pages 100 - 101

Human Relations in Business
Chapters 1, 2, 3

Human Relations in Marketing
Chapters 5, 7, 8

General Merchandise Retailing
Chapter 4

Working at Human Relations

Human Relations

Cluster Instructional Objective: IN SIMULATED SITUATIONS, THE STUDENT WILL DEMONSTRATE SOUND WORKING RELATIONSHIPS WITH PEERS AND SUPERVISORS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
266 Knowledge of how to develop and maintain a pleasant working environment. OTHER CLUSTER COMPETENCIES: 281 283	Give a presentation or invite a local personnel manager to speak to the class on "Components of a Pleasant Working Environment." Students should note the major points presented for later discussion. In a class discussion, have students identify the components of a pleasant working environment. As a component is named, write it on a blackboard or transparency and discuss how each contributes to a pleasant working environment. In a class discussion, have students tell of unpleasant working situations they have experienced or observed and discuss how each situation could have been avoided or corrected. Provide case studies of this nature for further discussion.	IDECC LAP 266 General Merchandise Retailing Chapter 4 Human Relations in Business Chapters 3 and 4 Human Relations in Marketing Chapter 5 Retailing Principles and Practices - Part 21

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SOUND WORKING RELATIONSHIPS WITH PEERS AND SUPERVISORS.

What Does the Competent Marketing Employee Do?

281
Skill in developing and maintaining harmonious relationships with other employees.

OTHER CLUSTER COMPETENCIES:

266
283

Suggested Learning Activities

Divide students into small groups. Have each group develop a list of characteristics that could be used as a rating scale to judge skill in developing and maintaining harmonious relationships with others. Each group should share its ideas with the class.

Provide rating sheets of characteristics needed to develop and maintain harmonious relationships with others. Have each student rate him/herself as honestly as possible, then discuss with each student individually how he/she can change or improve weak points.

Lecture and/or discuss with students why it is important for business employees to be able to develop and maintain harmonious relationships, citing examples of what would happen to an organization who has employees without this ability.

References

IDECC LAP 281

General Merchandise Retailing
Chapter 4

Human Relations in Business
Chapter 3

Human Relations in Marketing
Chapter 5

Retailing Principles and
Practices - Part 21

Communications in Marketing
Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SOUND WORKING RELATIONSHIPS WITH PEERS AND SUPERVISORS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
283 Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations. OTHER CLUSTER COMPETENCIES: 266 281	Give a presentation on A. H. Maslow's Hierarchy of Needs theory of human motivation. Then give students a list of "need satisfiers" for them to classify the level(s) of needs satisfied, according to this theory. Have students plan a DECA service project (such as a Christmas party for nursing home residents or canvassing an area for the American Cancer Society, etc.). Ask for three to five volunteers to plan a "code of cooperation" for all members to follow. After developing the code, they should present it to the other members in the form of a mini-workshop. Afterwards, students should discuss the plan and any way(s) in which it could be improved. Was the plan presented so that all members could understand their responsibilities?	IDECC LAP 283 General Merchandise Retailing Chapter 4 Human Relations in Business Chapters 3 and 4 Human Relations in Marketing Chapter 5 Retailing Principles and Practices - Part 21

Human Relations

Cluster Instructional Objective: THE STUDENT WILL DEMONSTRATE GOOD GROOMING HABITS ON THE JOB.

What Does the Competent Marketing Employee Do?

263
Knowledge of how to dress appropriately for the job and maintain a well-groomed appearance.

OTHER CLUSTER COMPETENCIES:

319

Suggested Learning Activities

Invite a local personnel manager to speak to the class on what is considered appropriate dress for work in a retail business and how an employee can maintain a well-groomed appearance.

Divide students into small groups according to occupational interest. Have members of each group develop a dress code for their occupation, being prepared to back up any requirement they make. Have each group report its dress code to the class.

In the same small groups, have students develop a rating scale or self-analysis checklist for employees in their occupational interest to rate themselves on dress/grooming.

Have students report the dress codes required by their training stations in a class discussion.

Have students develop posters or a bulletin board on proper dress/grooming for work in a retail business.

References

IDECC LAP 263

Retail Selling
Chapter 7

Salesmanship Fundamentals
Chapter 5

Fundamentals of Selling
Chapter 3, A

Selling Principles and
Practices - Chapter 4

Human Relations

Cluster Instructional Objective: THE STUDENT WILL DEMONSTRATE GOOD GROOMING HABITS ON THE JOB.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
319 An awareness that good personal appearance helps create effective customer impressions.	Have students brainstorm a list of risks that may be encountered or events that may occur when business employees do not maintain a good personal appearance.	IDECC LAP 319 Retail Selling Chapter 7 Salesmanship Fundamentals Chapter 5 Fundamentals of Selling Chapter 3, A Selling Principles and Practices - Chapter 4
	Have students write a brief essay on possible effects of not maintaining a good personal appearance on the job.	
OTHER CLUSTER COMPETENCIES: 263	Have each student interview a store supervisor, a store employee, and a customer to get their opinions of how a store employee should appear to customers and the possible efffects of employees not maintaining a good personal appearance on the job. Each student should report his/her findings to the class.	
	Collect pictures from magazines, etc., that illustrate proper AND improper dress for retail work. As you show each example to the class, ask students to act as customers and describe the impressions a store employee would make on them dressed in the manner shown.	

Human Relations

Cluster Instructional Objective:

THE STUDENT WILL DEMONSTRATE THE IMPORTANCE OF GOOD HEALTH TO EFFECTIVE JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
285 Skill in maintaining good health for effective job performance.	Invite a school nurse, physical education teacher, or health teacher to speak to the class on health/physical fitness and how it relates to effective job performance. Have students brainstorm a list of ways to maintain good physical, mental, and emotional health. Have students prepare a paper describing how good health relates to job performance, and ways to maintain good physical, mental, and emotional health. Provide students with health/physical fitness checklists for self-analysis. In an individual discussion with each student, go over his/her weak points and how they may be improved or corrected.	IDECC LAP 285 Retail Selling Chapter 7 Fundamentals of Selling Chapter 3, A Retailing Principles and Practices - Page 43

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
286 Skill in developing personality traits for successful job performance. OTHER CLUSTER COMPETENCIES: 312	Divide students into small groups and have each group define "personality" and list at least ten personality traits necessary for effective job performance. Discuss each group's ideas. Provide personality trait rating sheets and have each student rate his/her personality. In private discussions, help students identify their weak points and how to improve or correct them. Have each student plan a self-development program to improve one or more weak points identified by their personality trait rating sheet. The plan should cover a substantial period of time, such as a semester or grading period. Evaluate each student's efforts and level of improvement.	IDECC LAP 286 Human Relations in Marketing Chapter 2 Retail Selling Chapter 8 Salesmanship Fundamentals Chapter 5 Retailing Principles and Practices - Part 21 Retail Merchandising Chapter 11, B Fundamentals of Selling Chapter 3, C Selling Principles and Practices - Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

312
Attitude that honesty and integrity are personality traits necessary in job situations such as recordkeeping, time-keeping and stockkeeping, in addition to jobs that require working with money.

OTHER CLUSTER COMPETENCIES:

286

Suggested Learning Activities

Have students discuss the effects and results of dishonest employee behavior in the following job situations:
1) Stockkeeper
2) Cash register operator
3) Salesclerk
4) Delivery person.

Ask for other examples of employee duties where honesty is important.

Have students brainstorm a list for reasons why it is necessary for employees to demonstrate honesty and integrity in any job situation. Write each reason on a blackboard or transparency as it comes up in the discussion.

Have students brainstorm a list of ways that employees can demonstrate honesty and integrity.

Have students bring to class want ads which specify "honesty" or "integrity" as necessary characteristics for job applicants. Discuss why employers want employees who are honest.

References

IDECC LAP 312

Human Relations in Business
Chapter 4

Human Relations in Marketing
Chapter 3

Retail Selling
Chapter 8

Salesmanship Fundamentals
Chapter 5

Retailing Principles and
Practices - Part 21

Fundamentals of Selling
Chapter 3, C

Selling Principles and
Practices - Chapter 4

Human Relations

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO DISPLAY INTERPERSONAL SKILLS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
313 An awareness that understanding others and one's self is basic to working harmoniously together. OTHER CLUSTER COMPETENCIES: 288	Have students read "Self-Understanding," Chapter 2 in Human Relations in Business and "Keys to Understanding Yourself," Chapter 2 in Working at Human Relations, summarizing the main points in writing. Have students write two paragraphs on "What there is about me that makes other people 1) like 2) dislike me." have students think about what they write and how they could improve themselves. Have students identify three fellow employees or students--one that they like, one they dislike, and one they have no strong feelings about either way. Beside the first two names, have students list the reasons or points why they like or dislike the persons named. Beside the third person's name, have students determine what factors or traits that person needs in order for them to like that person. (This is a self-learning experience. Students' responses are to be kept confidential.)	IDECC LAP 313 Working at Human Relations Chapter 2 Human Relations in Business Chapter 2 Human Relations in Marketing Chapters 1 and 5

Human Relations

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO DISPLAY INTERPERSONAL SKILLS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
288 Skill in adapting to the personality and needs of customers.	Invite an experienced salesperson to speak to the class on how to interpret and successfully adapt to the personalities and needs of customers.	IDECC LAP 288 Marketing and Distribution Chapters 7, 8 Retail Merchandising Chapter 11, C, D, E Fundamentals of Selling Chapter 4 Retail Selling Chapters 18, 19, 20, 21 Salesmanship Fundamentals Chapters 10, 12, 13, 14, 15, 16 Retailing Principles and Practices - Units 3, 8
	Have each student participate in a role-playing situation in which the student acts as a salesperson and you act as either 1) an indecisive buyer 2) an agressive, know-it-all buyer 3) a buyer in a terrible hurry or other customer types. Have the other students evaluate the "salesperson's" ability to adapt to the personality and needs of each customer type.	
OTHER CLUSTER COMPETENCIES: 313	Develop (with students) a rating sheet to judge a salesperson's selling effectiveness, including the ability to adapt to the personality and needs of customers. Have students complete a sheet after each purchase they make over the next two weeks. Discuss the results and how salespeople could improve their effectiveness, if needed.	

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE THE ABILITY TO ACCEPT CRITICISM AND ADJUST TO CHANGE.

08

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
295 Skill in accepting criticism and turning it into a character-building element.	Give a presentation on how to accept and use criticism to build character. Have students cite examples of times they were criticized and how they reacted to the criticism.	IDECC LAP 295 Retailing Principles and Practices - Part 39
	Have students write a brief paper in which they explain the three steps necessary for accepting criticism and turning it into a helpful tool for building character.	
	Provide students with a list of examples in which supervisors are criticizing employees. Have students either write replies to the criticisms or discuss each situation in class.	
OTHER CLUSTER COMPETENCIES: 316 301	Have students cite examples of when they were the sender or receiver of criticism or witnessed others receiving or giving criticism. List on a blackboard or transparency the methods cited of giving AND receiving criticism, and discuss any means of improving these methods.	

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE THE ABILITY TO ACCEPT CRITICISM AND ADJUST TO CHANGE.

What Does the Competent Marketing Employee Do?

316
An awareness that an employee must be willing to accept and adjust to change.

301
Skill in adjusting to change.

OTHER CLUSTER COMPETENCIES:

295

Suggested Learning Activities

Lead a class discussion about the various changes--physical, mental, and emotional--that a person goes through in his/her lifetime, leading into the types of changes a person may expect to encounter on the job.

Provide students with handouts listing these questions:
"Thinking back over the past five years of your life--
1) What major changes have occurred?
2) How did you react to these changes?
3) Why did you react as you did?
4) Did you accept or reject these changes when they occurred?"

Students can either write their answers or just think about them.

Explain how to adjust to change using these six steps:
1) Recognize the change
2) Understand why the change is necessary
3) Develop willingness to accept the change
4) Accept the change
5) Adjust to the change
6) Anticipate further changes.

Have students recall and give instances where they were subjected to changes at work and how they adjusted to them.

Have students write a brief essay entitled "Why an employee must be willing to accept and adjust to change.

References

IDECC LAP 316
IDECC LAP 301

Human Relations in Marketing
Chapter 3

Fundamentals of Selling
Page 83

Human Relations in Business
Chapter 1

Human Relations

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE INITIATIVE AND CREATIVITY ON THE JOB.

What Does the Competent Marketing Employee Do?

296
Skill in demonstrating initiative and creativity.

OTHER CLUSTER COMPETENCIES:

317

Suggested Learning Activities

Have students write a definition of "creativity" (in their own words) on a sheet of paper. Below this definition, have them write the dictionary definition of "creativity." On the reverse side. have them list the ways that they do or could show creativity in their current jobs (or a job related to their career objective).

Lecture and discuss with students the five phases of the creative process:

1) A recognized need or problem
2) Knowledge
3) Creative thought
4) Action
5) Problem solution or need satisfier.

Lead a class discussion on how initiative and creativity are instrumental in job success and promotion. Provide case problems where initiative should be shown for students to prepare written solutions or suggested actions.

References

IDECC LAP 296

Human Relations in Business
Chapter 4

Human Relations in Marketing
Chapter 3

Retail Selling
Page 99

Retailing Principles and
Practices - Part 21

Fundamentals of Selling
Chapter 3, C

Retail Merchandising
Chapter 19, E

Selling Principles and
Practices - Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE INITIATIVE AND CREATIVITY ON THE JOB.

What Does the Competent Marketing Employee Do?

317
An awareness of the necessity to perform tasks in addition to one's job responsiblities when situation necessitates.

OTHER CLUSTER COMPETENCIES:

296

Suggested Learning Activities

Discuss with students why it is sometimes necessary to perform additional tasks or assume another person's responsiblities on the job. Ask students to cite personal examples of instances where they have done so.

Have students participate in role-playing situations in which they must demonstrate initiative and/or the willingness to perform extra duties when necessary.

Given a list of situations that could occur on the job, have students prepare written responses as to how the employee could demonstrate initiative in each situation.

References

IDECC LAP 317

Human Relations in Business
Chapter 4

Human Relations in Marketing
Chapter 3

Retail Selling
Page 99

Retailing Principles and
Practices - Part 21

Fundamentals of Selling
Chapter 3, C

Retail Merchandising
Chapter 19, E

Human Relations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE WHY ORDERLY AND SYSTEMATIC BEHAVIOR AND A POSITIVE ATTITUDE ARE NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

267
Knowledge of how to be orderly and systematic.

OTHER CLUSTER COMPETENCIES:

274

Suggested Learning Activities

Have students write definitions of "orderly" and "systematic" (in their own words) on a sheet of paper. Below these definitions, have them write the dictionary definitions for those words. On the reverse side, have them list ways an employee can demonstrate orderly and systematic behavior on the job.

Discuss with students the characteristics of an orderly and systematic employee, and the advantages he/she would have over an employee who was NOT orderly and systematic on the job.

Have students keep a daily schedule of activities for one week in which they record:

1) Objectives (things they need to do each day)
2) How long each task will take
3) When they will do it
4) Whether they accomplished each task (with an explanation for any unfinished tasks).

These activities are to include all those for home, school, and work. After this week of recordkeeping, discuss the benefits of planning daily/weekly activities with students.

References

IDECC LAP 267

Salesmanship Fundamentals
Chapter 20

Selling Principles and Practices - Chapter 20

Human Relations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE WHY ORDERLY AND SYSTEMATIC BEHAVIOR AND A POSITIVE ATTITUDE ARE NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

274
Knowledge that a positive attitude is usually reflected in one's work.

OTHER CLUSTER COMPETENCIES:

267

Suggested Learning Activities

Give students a list of typical employee comments about work, and have them identify those that indicate positive attitudes. Discuss each "negative" comment and why it is important to maintain a positive attitude toward work.

Have students make two columns on a sheet of paper. In one column, they should list ten things they LIKE to do. In the second column, they should list ten things they HATE to do, and determine WHY they dislike doing these things. Then discuss the relationship between liking or having a positive attitude toward something and doing it well.

Have students brainstorm a list of positive qualities desirable in employees. Then, have them record observations of salespeople and other employees over a period of two weeks to determine if a positive (or negative) attitude is reflected by their work.

References

IDECC LAP 274

General Merchandise Retailing
Chapter 4

Human Relations in Marketing
Chapter 3

Human Relations in Business
Chapter 2

Human Relations

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL SHOW AN INTEREST IN OTHERS.

What Does the Competent Marketing Employee Do?

265
Knowledge of how to recognize the accomplishments of others.

OTHER CLUSTER COMPETENCIES:

268
303

Suggested Learning Activities

Discuss with students how their scholastic, sports, and extra-curricular achievements are recognized and rewarded by other students, teachers, or the school. Then, discuss how employers can recognize and reward special accomplishments of their employees, and how this helps employee morale.

Have students clip five newspaper or magazine articles that illustrate individuals receiving recognition for accomplishments in business and share them with the class. Have students prepare posters or a bulletin board utilizing these clippings.

Given a list of situations of employee accomplishments, have the students prepare written responses listing at least two ways that the employer in each situation could recognize and reward the accomplishments of the employee.

References

IDECC LAP 265

Working at Human Relations
Chapter 3

Human Relations in Marketing
Chapter 2

Human Relations in Business
Chapter 3

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL SHOW AN INTEREST IN OTHERS.

What Does the Competent Marketing Employee Do?

268
Knowledge of how to show an interest in others.

OTHER CLUSTER COMPETENCIES:

265
303

Suggested Learning Activities

Have students brainstorm a list of ways to show an interest in others. Then, discuss why it is important to show an interest in others - whether at home, at school, or on the job.

Given a list of situations, have students prepare written responses listing at least two ways that they could show an interest in the other person of each situation.

Have students record for one week specific instances where they showed a special interest in another person or another showed speical interest in them, and the feeling created by this show of interest. (Students can also record instances where special interest could have been shown but WASN'T, and the results).

References

IDECC LAP 268

Working at Human Relations
Chapter 3

Human Relations in Business
Chapter 3

Human Relations in Marketing
Chapter 2

Selling Principles and
Practices - Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL SHOW AN INTEREST IN OTHERS.

What Does the Competent Marketing Employee Do?

303
Skill in generating enthusiasm toward people.

OTHER CLUSTER COMPETENCIES:

265
268

Suggested Learning Activities

Ask students to write a definition of "enthusiasm" (in their own words) on a sheet of paper. Below that, they should list things that CAUSE enthusiasm. Discuss with the students different ways that people can show enthusiasm toward others, and why this is important on the job.

Give a presentation or invite a business representative to speak on "Enthusiasm and Job Success." Discuss ways that employees can demonstrate enthusiasm on their jobs, how this might affect their job successes, and how their enthusiasm might affect other employees or customers.

Have students participate in role-playing situations where they must demonstrate enthusiasm toward others.

Provide case studies for students to read, and discuss the effect of enthusiasm (or lack of) in each situation.

References

IDECC LAP 303

Retail Selling
Chapter 8

Salesmanship Fundamentals
Chapter 5

Retailing Principles and
Practices - Part 21

Retail Merchandising
Chapter 3

Selling Principles and
Practices - Chapter 4

Human Relations

Cluster Instructional Objective:

GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL HANDLE DIFFICULT PEOPLE AND PROBLEM SITUATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
269 Knowledge of how to build sound working relationships in "forced" associations.	Give a presentation or lead a class discussion on the meaning of "sound working relationships" and ways to build sound working relationships with others.	IDECC LAP 269 Working at Human Relations Chapters 12, 31 Human Relations in Marketing Chapter 5 Communications in Marketing Chapter 3
	Given a list of situations that illustrate relationships, have students identify which relationships are sound and which are unsound. Discuss how the unsound relationships could be improved.	
	Provide case problems dealing with forced associations. Have students prepare a written solution or alternative for each problem. After evaluating their responses, discuss the problems and possible solutions/alternatives in class.	
OTHER CLUSTER COMPETENCIES: 280 284 294	Have students cite personal examples of forced associations at work or school, how the relationship progressed, and what was done or could have been done to improve the relationship.	

Human Relations

Cluster Instructional Objective: GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL HANDLE DIFFICULT PEOPLE AND PROBLEM STIUATIONS.

What Does the Competent Marketing Employee Do?

280
Knowledge of the ways to effectively handle difficult customers.

OTHER CLUSTER COMPETENCIES:

269
284
294

Suggested Learning Activities

Give a presentation on the types of behavior or attitudes "difficult" customers often demonstrate, and effective ways to handle these customers.

Invite the personnel manager or customer service manager of a local business to speak to the class on how their employees are trained to handle difficult customers.

Have students cite examples of how they have handled difficult customers at work and/or have witnessed experienced salespeople handling difficult customers.

Divide students into pairs and have each pair plan and present a role-playing situation in which a salesperson must deal with a difficult customer. Discuss each situation and how it was handled.

References

IDECC LAP 280

Working at Human Relations
Chapters 5, 6, 7

General Merchandise Retailing
Pages 34-35

Human Relations in Business
Chapter 5

Fundamentals of Selling
Chapter 9, E

Retail Selling
Chapter 23

Retailing Principles and
Practices - Part 62

Selling Principles and
Practices - Chapter 4

Human Relations

Cluster Instructional Objective:

GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL HANDLE DIFFICULT PEOPLE AND PROBLEM SITUATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
284 Skill in maintaining an objective point of view in problem situations.	Discuss with students WHAT is meant by an objective point of view, WHY it is important to maintain an objective point of view, and WAYS to maintain an objective point of view. Divide students into pairs and have each pair plan and present a role-playing situation, showing the effects of maintaining (or NOT maintaining) an objective point of view in problem situations. Discuss each situation and how it was handled (or SHOULD have been handled). Provide case studies dealing with problem situations and the effects of maintaining (or NOT maintaining) an objective point of view toward human relations, sales, and the image of the employee and the business.	IDECC LAP 284 Working at Human Relations Chapters 7, 14 Communications in Marketing Chapter 2 Human Relations in Marketing Chapter 5 Human Relations in Business Chapter 6 Selling Principles and Practices - Chapter 21
OTHER CLUSTER COMPETENCIES: 269 280 294		

Human Relations

Cluster Instructional Objective: GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL HANDLE DIFFICULT PEOPLE AND PROBLEM SITUATIONS.

What Does the Competent Marketing Employee Do?

294
Skill in exercising self-control during trying situations.

OTHER CLUSTER COMPETENCIES:

269
280
284

Suggested Learning Activities

Have students write their answers on paper as you read the following questions:

1) WHEN was the last time you lost self-control?
2) WHAT did you do or say?
3) WHY did you lose control?
4) What were the EFFECTS of your actions?
5) HOW could you have maintained self-control in this situation?

Discuss the meaning of self-control, and have students brainstorm a list of constructive ways to exercise self-control in trying situations.

Let students take turns playing a customer or salesperson in role-playing situations. Plan events for each customer designed to make the salesperson lose control. Unaware of what will happen, the salesperson must handle the situation effectively, without losing his/her self-control.

Provide case studies involving situations in which salespeople must exercise self-control in trying situations. Discuss each case study. Then, ask students to cite instances where they have witnessed experienced salespeople exercising self-control to handle difficult situations.

References

IDECC LAP 294

Working at Human Relations
Chapter 5

Human Relations in Marketing
Chapter 2

Human Relations in Business
Chapter 3

Human Relations

Cluster Instructional Objective:

THE STUDENT WILL DESCRIBE THE VALUE OF FAVORABLY REPRESENTING THE BUSINESS.

What Does the Competent Marketing Employee Do?

287
Skill in representing the business favorably to customers and outside business associates.

OTHER CLUSTER COMPETENCIES:

289

Suggested Learning Activities

Discuss with students what information and attitudes employees must possess in order to favorably represent their business to others. (Include knowledge of the business' history, philosophies of the business, goals of the business, knowledge of specific employee responsiblities and proper procedures, possessing a positive attitude, and skill in human relations, communications, and good grooming.)

Provide case studies where employees represent their business either favorably or unfavorably. Discuss each situation with students, and what could be done to improve unfavorable representation and how this hurts sales, human relations, and the image of the business and its employees.

References

IDECC LAP 287

Human Relations in Marketing
Chapter 4

Retail Selling
Chapter 8

Salesmanship Fundamentals
Chapter 22

Selling Principles and
Practices - Chapter 22

Human Relations

Cluster Instructional Objective:

THE STUDENT WILL DESCRIBE THE VALUE OF FAVORABLY REPRESENTING THE BUSINESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
289 Skill in avoiding misrepresentations of people, products, and policies.	Discuss with students what is meant by the word "misrepresentation" and how they can avoid misrepresenting people, products, or policies while on the job. Provide case studies that illustrate what happens when employees misrepresent other people, products, or store policies, and how this can be done either intentionally or through carelessness and ignorance on the part of employees. Have students prepare a paper in which they provide examples of misrepresentations of a policy, a product, and a person, the effects of such misrepresentations, and why it is necessary to avoid such misrepresentations.	IDECC LAP 289 Fundamentals of Selling Chapter 3, E Retailing Principles and Practices - Part 63
OTHER CLUSTER COMPETENCIES: 287		

Human Relations

Cluster Instructional Objective:

IN A BUSINESS ENVIRONMENT, THE STUDENT WILL COMPLY WITH COMPANY POLICIES AND PROCEDURES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
308 Attitude that the store's personnel policies are established for the benefit of the store and the employee.	Have students identify ten policies that are common personnel policies in most stores or companies. On paper, have them explain each policy and how it benefits the business and employees.	IDECC LAP 308 IDECC LAP 325 Retail Selling Chapter 6
325 Attitude of a willingness to accept and put into practice the planned policies and procedures of management.	Divide students into small groups and have members of each group pretend they are writing a policy manual for their business. Each group should elect a "recorder" and "owner." The recorder will write each policy and explanation the group determines necessary, and the owner will make a presentation to other students, pretending they are employees. Other group members should be prepared to defend any policy questioned by "employees."	Retailing Principles and Practices - Part 4 Fundamentals of Selling Chapter 7, A Human Relations in Business Chapter 3 Human Relations in Marketing Chapters 6 and 7
	Have students write a brief essay on the importance of written policies and procedures and why employees should accept and comply with the policies and procedures set forth by management.	

Management

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT CONSUMER NEEDS AND BUYING MOTIVATIONS, THE STUDENT WILL DESCRIBE THE FACTORS WHICH INFLUENCE STORE ARRANGEMENT AND LAYOUT.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
626 Knowledge of the factors which influence store arrangement and layout. OTHER CLUSTER COMPETENCIES: 791	After reading selected references, have students list factors to consider when planning a store's interior layout, writing each factor on a blackboard or transparency as it comes up during a class discussion. Invite a store representative to speak to the class about what factors must be considered when planning a store's layout, showing examples. Have selected students interview a local store manager about what factors must be considered when planning a store's interior layout, obtaining copies of store plans, if possible. Have students prepare posters or a bulletin board about the factors to consider when planning a store layout.	IDECC LAP 626 Retail Merchandising Chapter 3, C, D Retailing Principles and Practices - Part 32 Learning Experiences in Retailing - Chapter 4 Retail Selling - Chapter 3 Departmental Merchandising Guide - Pages 9, 43-79

Management

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT CONSUMER NEEDS AND BUYING MOTIVATIONS, THE STUDENT WILL DESCRIBE THE FACTORS WHICH INFLUENCE STORE ARRANGEMENT AND LAYOUT.

What Does the Competent Marketing Employee Do?

791
Attitude that an awareness of consumer buying motivations is especially helpful in planning space allocations, display units, and sales promotions.

OTHER CLUSTER COMPETENCIES:

626

Suggested Learning Activities

After reading selected references, have students name ten ways that consumer buying motives influence planning space allocations, display units, and sales promotions in a class discussion.

Have students take each of the ten ways consumer buying motives influence store layout named in the class discussion, describing how they would arrange their store's interior layout keeping these factors in mind and sketching the layout plan.

Divide students into small groups. Each group should visit a local store and determine how consumer buying motives influenced the store's layout of display units, departments, and merchandise space allocations (using information brought out in the class discussion). Sketch the store's layout, and present a report to the class.

References

IDECC LAP 791

Retailing Principles and Practices - Part 31

Retail Merchandising
Chapter 3, E

Retail Selling - Chapter 3

Display and Promotion
Chapter 1

Management

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT CONSUMER NEEDS AND BUYING MOTIVATIONS, THE STUDENT WILL DESCRIBE THE IMPORTANCE OF CUSTOMER SERVICES IN A BUSINESS OPERATION.

What Does the Competent Marketing Employee Do?

623
Knowledge of the availability and location of customer facilities.

OTHER CLUSTER COMPETENCIES:

753
754
780

Suggested Learning Activities

After reading selected references, have students list fifteen customer services a large store most frequently offers.

Divide students into small groups. Each group should visit a local store and observe the location of customer facilities, sketching their floor location in relation to other departments in the store and sharing their findings with the class.

Each small group should sketch an interior floor design, identifying ten common customer facilities and preparing to defend the reason(s) for placing these customer facilities at specified locations to the class.

References

IDECC LAP 623

Retail Selling - Chapter 30

Retail Merchandising
Chapters 5, 6

Fundamentals of Selling
Chapter 7, D

Marketing and Distribution
Unit 10

Customer Services

Management

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT CONSUMER NEEDS AND BUYING MOTIVATIONS, THE STUDENT WILL DESCRIBE THE IMPORTANCE OF CUSTOMER SERVICES IN A BUSINESS OPERATION.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
753 An awareness that customer facilities help meet competition, encourage one-stop shopping, and attract customers to the store.	Have students visit three local businesses to observe the kinds of customer services they offer, and write a brief report on how these services relate to meeting competition, one-stop shopping, and attracting customers.	IDECC LAP 753 Retail Selling - Chapter 30 Retail Merchandising Chapters 5, 6
	Have students interview five neighbors or acquaintances to determine where they do most of their shopping and if the customer services being offered greatly influenced their decision to shop there.	Fundamentals of Selling Chapter 7, D Marketing and Distribution Unit 10
	Have students prepare posters or a bulletin board identifying types of customer services a business can offer and how they relate to meeting competition, one-stop shopping, and attracting customers.	Customer Services
OTHER CLUSTER COMPETENCIES: 623 754 780		

Management

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT CONSUMER NEEDS AND BUYING MOTIVATIONS, THE STUDENT WILL DESCRIBE THE IMPORTANCE OF CUSTOMER SERVICES IN A BUSINESS OPERATION.

What Does the Competent Marketing Employee Do?

754
An awareness that special customer services and accomodations build customer goodwill and help increase sales.

OTHER CLUSTER COMPETENCIES:

623
753
780

Suggested Learning Activities

After reading selected references, have students identify ten customer services, indicate whether each is a goodwill supporting service or increased sales supporting service, and why.

Divide students into small groups. Each group should visit five local businesses to identify the services offered by each business and whether each is a goodwill supporting service or increased sales supporting service, sharing its findings with the class.

Have each student interview five shoppers to determine the extent that customer services influence their shopping habits and stores' images.

References

IDECC LAP 754

Retail Selling - Chapter 30

Retail Merchandising
Chapters 5, 6

Fundamentals of Selling
Chapter 7, D

Marketing and Distribution
Unit 10

Customer Services

Management

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT CONSUMER NEEDS AND BUYING MOTIVATIONS, THE STUDENT WILL DESCRIBE THE IMPORTANCE OF CUSTOMER SERVICES IN A BUSINESS OPERATION.

What Does the Competent Marketing Employee Do?

780
Attitude that although price heads the list of reasons customers give for starting to trade at a store, quality, variety, and human relations encourage them to continue trading there.

OTHER CLUSTER COMPETENCIES:

623
753
754

Suggested Learning Activities

In a class discussion, ask each student to name his/her favorite store and the reasons why. As reasons are named, list them on a blackboard or transparency.

Have students interview their family, friends, and neighbors to determine the reasons why they shop at particular stores, and share their findings with the class.

Have students observe advertisements to determine if stores advertise services and store qualities as well as merchandise information to attract customers.

References

IDECC LAP 780

Retail Merchandising
Chapters 5, A; 6, A

Fundamentals of Selling
Chapter 4

Retailing Principles and
Practices - Parts 23, 24

Salesmanship Fundamentals
Chapter 10

Retail Selling - Chapters 18, 19

Management

Cluster Instructional Objective:

IN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL SHOW AN ABILITY TO PLAN AND ORGANIZE WORK.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
723 Skill in planning and organizing work. OTHER CLUSTERS COMPETENCIES: 695	Invite a local business manager or supervisor to speak to the class on principles to follow when planning and organizing work for a retail business. Conduct a class discussion on the principles to follow when planning and organizing work. Write points on a blackboard or transparency as they come up in the discussion. Give students examples of business situations and have them organize the work and schedule employees accordingly. A written report should be turned in for evaluation and discussion.	IDECC LAP 723 General Merchandise Retailing Chapter 16 Fundamentals of Selling Chapter 11, B Retail Merchandising Chapter 18, E Learning Experiences in Retailing - Chapter 5 Salesmanship Fundamentals Chapter 20 Selling Principles and Practices - Chapter 20

Management

Cluster Instructional Objective:

IN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL SHOW AN ABILITY TO PLAN AND ORGANIZE WORK.

What Does the Competent Marketing Employee Do?

695
Ability to determine in various situations the most efficient way to get the job accomplished.

OTHER CLUSTER COMPETENCIES:

723

Suggested Learning Activities

Invite a local business manager or supervisor to speak to the class on the topic "Techniques for Maximizing Employee Efficiency." Students should take notes for further class discussion.

Provide case problems regarding conflicts or situations which may occur in the retail setting. Students should make written recommendations for improving job efficiency or resolving the conflict presented in the problem. The instructor should evaluate papers, then conduct a class discussion about the various solutions proposed for the case problems.

Have students conduct a mini-time-and-motion study. Students should log activities both on and off the job for three days to determine if time and effort are being wasted, and how to improve job performance.

References

IDECC LAP 695

General Merchandise Retailing
Chapter 16

Fundamentals of Selling
Chapter 11, B

Retail Merchandising
Chapter 18, E

Learning Experiences in
Retailing - Chapter 5

Salesmanship Fundamentals
Chapter 20

Selling Principles and
Practices - Chapter 21

Management

Cluster Instructional Objective:

THE STUDENT WILL DISCUSS THE IMPORTANCE OF POLICY-MAKING AND PERSONNEL ORGANIZATION TO BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?

749
Attitude that management, supervisors, and employees require a framework of policies and procedures within which to operate.

OTHER CLUSTER COMPETENCIES:

758

Suggested Learning Activities

Secure copies of store policy manuals from several local stores. Have students study the manuals and participate in a class discussion on why written policies and procedures are important in a retail organization.

Invite a local business manager to speak to the class on store policy-making, establishing rules and procedures of operation, and the importance of having such a framework within which to operate.

Have each student identify ten activities necessary to operate his/her training station or a local business. For each activity, students should formulate a policy which the store should use in carrying out the activity. Papers should be evaluated and returned for a class discussion.

References

IDECC LAP 749

Retail Selling - Chapter 6

Retail Merchandising
Chapter 4, E

Fundamentals of Selling
Chapter 7, A

Retailing Principles and
Practices - Part 20

Salesmanship Fundamentals
Chapter 22

Learning Experiences in
Retailing - Chapter 5

Selling Principles and
Practices - Chapter 22

Management

Cluster Instructional Objective:

THE STUDENT WILL DISCUSS THE IMPORTANCE OF POLICY-MAKING AND PERSONNEL ORGANIZATION TO BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?

758
An awareness that a personnel organization enables the policies of the firm to be carried out and enables each person employed to make a contribution to its successful operation.

OTHER CLUSTER COMPETENCIES:

749

Suggested Learning Activities

Lecture to the students on the importance of a personnel organization in a large firm, and how the organization enables policies to be carried out and how each employee contributes to the successful operation of the business.

Obtain sample organizational charts of local businesses. Have students study them to see the chain of command, delegation of duties, etc.

Have the students write a brief essay on the purpose and importance of a personnel organization to a large retail business.

References

IDECC LAP 758

General Merchandise Retailing
Chapter 16

Retail Merchandising
Chapter 4, E

Fundamentals of Selling
Chapter 7, A

Retailing Principles and
Practices - Part 20

Salesmanship Fundamentals
Chapter 22

Learning Experiences in
Retailing - Chapter 5

Management

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT MERCHANDISE TRENDS, THE STUDENT WILL DESCRIBE HOW THIS INFORMATION CAN BE USED BY BUSINESS PERSONNEL TO AID IN THE SUCCESSFUL OPERATION OF THE BUSINESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
746 Attitude that salespeople must be continuously informed of new merchandise, new styles, and merchandising trends through individual or group training.	After reading selected references, have students write a brief essay on the importance of keeping informed of merchandise developments, identifying at least ten sources from which a salesperson could obtain continuous information about new merchandise, new styles, and merchandise trends. Have selected students interview three to five salespeople in local businesses to determine how they keep informed of new merchandise, new styles, and merchandise trends, and how they use this knowledge in selling. Students should prepare a report to share with the class. Assign each student a different product on which to secure all available information. Students should prepare a report about the product and their sources of information.	IDECC LAP 746 General Merchandise Retailing Chapter 6 Salesmanship Fundamentals Chapter 9 Fundamentals of Selling Chapter 6 Retail Selling Chapter 17 Learning Experiences in Retailing - Chapters 9, 10 Know Your Merchandise

Management

Cluster Instructional Objective: THE STUDENT WILL DESCRIBE SATISFACTORY WORKING CONDITIONS FOR EMPLOYEES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
740 A belief that each employee should be made to feel his/her efforts are really appreciated.	Provide a handout listing ways an employer can motivate employees and show appreciation for their efforts. Have students devise examples of ways each item listed can be carried out, preparing a report to share in a class discussion. Provide case studies regarding employee morale and motivation for students to read and discuss. Divide students into small groups and let each group prepare a role-playing situation regarding employee morale and motivation to present to the class.	IDECC LAP 740 Business Principles and Management - Chapter 20 Small Business Management Chapter 15 Principles of Small Business Management - Chapter 20 Retailing Principles and Practices - Part 38
OTHER CLUSTER COMPETENCIES: 744		

Management

Cluster Instructional Objective: THE STUDENT WILL DESCRIBE SATISFACTORY WORKING CONDITIONS FOR EMPLOYEES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
744 Attitude that conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.	Lead a class discussion on how work provides a satisfying social experience for student employees, males and females, minority and majority groups, and various financial classes.	IDECC LAP 744
	Have students write a brief essay on the topic "The advantages of work over unemployment."	Business Principles and Management - Chapter 20
	Have students interview five salespeople to determine why they work and what factors serve to motivate them in their work.	Small Business Management Chapter 15
		Principles of Small Business Management - Chapter 20
		Retailing Principles and Practices - Part 38
OTHER CLUSTER COMPETENCIES: 740		

Management

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DESCRIBE SATISFACTORY DELIVERY SERVICES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
756 An awareness that to improve delivery service, transactions should be recorded accurately and legibly and delivery dates promised carefully.	Lead a class discussion on how to develop and maintain a satisfactory delivery service, including the importance of accurately recorded transactions and carefully promised delivery dates. Invite the manager or service manager of a local business to speak to the class on how to develop and maintain a satisfactory delivery service, including the roles that legibility of records, accuracy of records, and promising of delivery dates play in improving the delivery service function of the business. Have the students write a brief essay in answer to the following two questions: 1) What role do you feel accurate and legible recordkeeping plays in improving delivery service? 2) Is there a relationship between promised delivery dates and improved delivery service?	IDECC LAP 756 Basic Retailing - Chapter 14 Retail Merchandising Chapter 5, B Retailing Principles and Practices - Part 11 Fundamentals of Selling Chapter 7, D Retail Selling - Chapter 30 Customer Services - Chapter 5

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DISCUSS MANAGEMENT RECRUITMENT AND TRAINING PROGRAMS FOR BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
789 Attitude that in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities within a store operation.	Invite a guest speaker from a national chain to speak to the class on the chain's management trainee programs--the qualifications one needs to enter the program and the steps one follows through the course of the program. Invite a guest speaker from a small independent store to speak to the class on how informal management training is conducted at his/her store. Have the students find out about the advancement procedures and management training at their training stations, and share their findings with the class.	IDECC LAP 789 Retailing Management Chapter 17 Retail Business Management Chapter 9 Business Principles and Management - Chapter 20 Small Business Management Chapter 15 Learning Experiences in Retailing - Chapter 6

Mathematics

Cluster Instructional Objective: GIVEN BUSINESS PROBLEMS, THE STUDENT WILL BE ABLE TO ADD COLUMNS OF FIGURES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
358 Skill in adding columns of figures with facility.	Give students a marketing math pre-test to determine if students have any special problems with column addition. If necessary, give them problems in column addition, including dollar figures representing sample sales. Give students problems in which they must add horizontally, adding the numbers in their heads and only writing the totals. Give students grocery adding machine tapes to add manually. Continue with adding problem practice as necessary.	IDECC LAP 358 Marketing Math Learning Activities 1-7 Mathematics in Marketing Chapter 1 Business Math / 30 Skill Builders 2a, 2b, 3b Basic Business Mathematics Unit 1

Mathematics

Cluster Instructional Objective: GIVEN BUSINESS PROBLEMS, THE STUDENT WILL BE ABLE TO MULTIPLY AND EXTEND FIGURES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
357 Skill in multiplying and extending figures with facility.	Give students a marketing math pre-test to determine if students have any special problems with multiplication. If necessary, give students sheets of multiplication problems to work, including dollar amounts. Provide partially completed paycheck stubs. Have students compute wages and deductions, then verify with net pay figure given. Continue with multiplication problem practice, including decimals, as necessary.	IDECC LAP 357 Basic Business Mathematics Unit 2 Business Math / 30 Skill Builders 7 and 8

Mathematics

Cluster Instructional Objective:

GIVEN BUSINESS PROBLEMS, THE STUDENT WILL BE ABLE TO USE AND TRANSLATE PERCENTAGES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
377 Skill in using and translating percentages with facility.	Give students sheets of problems that deal with percentages, including translating percentages into decimals and fractions. Give students problems in finding the base, rate, and rate of increase or decrease (used in computing markup, markdown, sale price, etc.). Continue percentage problem practice as necessary.	IDECC LAP 377 Marketing Math Learning Activities 30, 31 Basic Business Mathematics Unit 8 Business Math / 30 Skill Builders 18 and 19 Today's Business Math Section B

Mathematics

Cluster Instructional Objective: GIVEN BUSINESS PROBLEMS, THE STUDENT WILL BE ABLE TO COMPUTE SALES TAX AND INTERPRET TAX COMPUTATION CHARTS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
362 Skill in computing local, state, and federal taxes which must be applied in the sale of goods.	Give students lists of purchased items to be added and then compute the sales tax without aid of tax charts.	IDECC LAP 360 IDECC LAP 362 Marketing Math Section 4, Pages 112-115
360 Skill in reading and interpreting self-computing scales that speed up mathematical procedures such as tax computation charts.	Provide copies of the Illinois State Tax Collection Schedule. Give sheets of purchase totals and have students find the appropriate tax amounts. Continue tax problem practice as necessary.	Mathematics in Marketing Chapter 2 Retail Selling Chapter 10

Mathematics

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE THE CORRECT METHOD OF PREPARING A SALES CHECK.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
374 Skill in accurately calculating the exact amount of a customer's purchase.	Provide blank sales check forms. Have students complete sales checks with sales information given in paragraph form, adding each purchase and computing sales tax and total sale. Have students make up sample customer purchases. Then, have students exchange problems and calculate the total amount due, correctly filling out the sales checks. Check students' work for accuracy. Continue problem practice in calculating the amount of customer purchases as necessary.	IDECC LAP 374 Mathematics in Marketing Chapter 2 Marketing Math Section 4 Retail Selling Chapter 11 Selling Principles and Practices - Chapter 7
OTHER CLUSTER COMPETENCIES: 363 384 390		

Mathematics

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE THE CORRECT METHOD OF PREPARING A SALES CHECK.

What Does the Competent Marketing Employee Do?

363
Skill in accurately computing employee discounts, delivery charges, alteration charges, lay-away charges, etc., when writing out and computing saleschecks.

OTHER CLUSTER COMPETENCIES:

374
384
390

Suggested Learning Activities

When given the amount of employee purchase and discount percentage, have students compute the amount of discount and the sale total.

Given a delivery charge schedule, have students compute the proper charge from information given in paragraph form regarding the sale and buyer's address.

Have students complete saleschecks when given sales information in paragraph form regarding employee discounts, alteration charges, lay-away charges, or delivery charges. Check students' work for accuracy.

Continue problem practice in computing discounts, delivery charges, alteration charges, lay-away charges, and other charges and properly completing saleschecks as necessary.

References

IDECC LAP 363

Mathematics in Marketing
Chapter 2

Marketing Math
Section 4

Retail Selling
Chapters 10, 11

Mathematics

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE THE CORRECT METHOD OF PREPARING A SALES CHECK.

What Does the Competent Marketing Employee Do?

384
Ability to determine the price of merchandise being purchased in a lesser quantity than that originally priced.

OTHER CLUSTER COMPETENCIES:

363
374
390

Suggested Learning Activities

Have students work problems regarding multiple-priced items. Given various prices, such as 3/$1, 2/87¢, etc., students will divide and give answers to next highest whole number for individual prices.

Have students note multiple-priced items in stores or newspaper advertising and figure the individual cost for each item.

Continue problem practice dealing with multiple-priced items as necessary.

References

IDECC LAP 384

Mathematics for the Consumer
Section 7

Checker - Cashier
Projects 23 and 24

Mathematics

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE THE CORRECT METHOD OF PREPARING A SALES CHECK.

What Does the Competent Marketing Employee Do?

390
Attitude that carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.

OTHER CLUSTER COMPETENCIES:

363
374
384

Suggested Learning Activities

Have students read the following case problem and answer the questions:
CASE PROBLEM - A student neglected to write the stock numbers of merchandise sold on the sales check as required by the store manager. The next day, the manager informed the student of the mistake.

a) How should the student respond to the manager?
b) Why should the store manager be so concerned about the error?
c) Would there be any inconvenience to customers?

Have students do a research project on causes of errors on sales slips. They can research the dollar amount of sales lost by poor inventory control.

References

IDECC LAP 390

Retail Merchandising
Chapter 16, D

Fundamentals of Selling
Chapter 12, D

Retail Selling
Chapter 14

Retailing Principles and Practices - Part 10

Mathematics

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE PROPER USE OF THE CASH REGISTER AND CORRECTLY MAKE CHANGE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
371 Skill in making change and using the cash register.	Give a presentation on how to make change using the count-up method. Assuming your cash register does not tell you how much change is due, use play money to demonstrate how you would make change using the count-up method. Then reverse, and let students make change to you.	IDECC LAP 371 IDECC LAP 386 The Cashier Chapter 3 Checker-Cashier Section 7
386 Ability to make change quickly and accurately.	Show transparencies or give handouts of different types of cash registers, such as full-key, ten-key and point-of-sale terminals. If cash registers are available, have students practice adding a list of prices. Explain that some types of registers require only the price of the item, and some are designed to record the stock number, department number, etc.	Mathematics in Marketing Chapter 3 Marketing Math Section 4 Retail Merchandising Chapter 12, A
OTHER CLUSTER COMPETENCIES: 394	Construct problems giving the total customer purchase, and the amount the customer pays. Have students determine the total amount of change to be given back, and number of each coin or bill, using the least number possible in each situation.	Retail Selling Chapters 12, 13, 14 Retailing Principles and Practices - Part 28

Mathematics

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE PROPER USE OF THE CASH REGISTER AND CORRECTLY MAKE CHANGE.

What Does the Competent Marketing Employee Do?

394
Attitude that careful use of the cash register will reduce inventory and money shortages.

OTHER CLUSTER COMPETENCIES:

371
386

Suggested Learning Activities

Have students visit a head checker or cashier to determine the entire sequence of what the cash register does in order to prevent money shortages and reduce inventory shortages. Students can then develop a flow chart of the sequence. If possible, students should secure the forms that the store uses in keeping track of the cash register information.

Invite a guest speaker to talk to the students about spotting counterfeit money and other means that "con-artists" use to trick salespeople and cashiers.

References

IDECC LAP 394

Retail Selling
Chapters 12 and 14

Retailing Principles and Practices - Part 28

Checker - Cashier
Chapter 7

Merchandising Mathematics
Part 1

Mathematics

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DESCRIBE THE ELEMENTS OF PROFITABLE BUSINESS OPERATION.

What Does the Competent Marketing Employee Do?

348
Understanding that a retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies, and delivery.

OTHER CLUSTER COMPETENCIES:

350

Suggested Learning Activities

Have students listen to a guest speaker as he/she talks about a retail business firm's operating expenses and how they relate to the sales of a business in the form of percentages of sales.

Divide students into small groups based on occupational interest. Have groups interview business owners or managers about operating expenses and controlling operating expenses. Each group will prepare a report and share its findings with the class.

Have students research and prepare a brief paper on a business' operating expenses and how they relate to the business' sales in the form of percentages of sales.

References

IDECC LAP 348

Mathematics in Marketing
Chapters 5, 6, 7, 8

Retail Merchandising
Chapter 15

Today's Business Math
Unit 3

Mathematics

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DESCRIBE THE ELEMENTS OF PROFITABLE BUSINESS OPERATION.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
350 Understanding that a department's gross margin should cover operating expenses and provide a percentage of profit.	Have selected students interview a local retail business manager and discuss the items that are included in the gross margin. Students should share their findings in a class discussion. Have a guest lecturer speak about those items that are included in the gross margin. Divide students into small groups and have each group prepare a report on how to figure gross margin and what expenses should be covered by the gross margin in order to make a profit.	IDECC LAP 350 Merchandising Mathematics Part IV Retail Merchandising Chapter 15 Retailing Principles and Practices - Parts 46, 48 Fundamentals of Selling Chapter 15, D
OTHER CLUSTER COMPETENCIES: 348		

Mathematics

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL CORRECTLY PRICE MERCHANDISE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
392 Attitude that retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.	Have students select a product to be sold by their youth organization. Once the product has been selected, determine the price at which that product must be sold so that operating costs are covered and the desired profit margin is attained. Give students the desired profit and total operating expenses connected with several different products. Have students price the products and then defend their prices in a class discussion.	IDECC LAP 392 Retail Selling Chapter 32 Retail Merchandising Chapter 10 Mathematics in Marketing Chapter 7 Fundamentals of Selling Chapter 7, B Mathematics of Business Chapter 8 Selling Principles and Practices - Chapter 7

Mathematics

Cluster Instructional Objective: IN A BUSINESS SETTING, THE STUDENT WILL ACCURATELY COMPLETE STOCK CONTROL RECORDS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
379 Ability to maintain mathematically correct stock control records.	Have students read material from several resources regarding stockkeeping methods and prepare a brief report on the importance of mathematically correct entries. Have a guest lecturer speak on the importance of maintaining mathematically correct stock control records. Provide partially completed stock records for students to complete and incorrectly completed records for students to spot and correct errors.	IDECC LAP 379 Retailing Principles and Practices - Part 13 Fundamentals of Selling Chapter 12, A Mathematics in Marketing Chapter 5 Retail Selling Chapter 15

Merchandising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO PREPARE A BALANCED STOCK LIST FOR A GOOD MERCHANDISING PLAN.

What Does the Competent Marketing Employee Do?

482
Attitude that a balanced stock is the basis of good merchandising in that maximum volume, customer goodwill, satisfactory profit, minimum investment and rapid turnover can be achieved.

475
Attitude that complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.

Suggested Learning Activities

Invite a local manager or buyer to speak to the class on the importance of maintaining a balanced stock of wanted merchandise at all times.

Have students visit a buyer of a local business and discuss how and why he/she maintains complete assortments of wanted merchandise at all times and compare their findings with the class.

Divide students into small groups. Each group should list reasons why a business must maintain a balanced stock of wanted merchandise at all times to stimulate best sales and promote customer satisfaction and prepare a brief report to share with the class.

Assign each student a department in a business. Students will determine what items to include in a balanced stock list for that department. Have students check their lists with those in actual departments of their training stations or local businesses.

References

IDECC LAP 482
IDECC LAP 475

Retail Merchandising
Chapter 15, B

General Merchandise
Retailing - Chapter 14

Retailing Principles and
Practices - Part 14

Retail Selling - Chapter 1

"How-To" Tapes and Workbook
for Hardware/Home Center
Operators - #9

Merchandising

Cluster Instructional Objective:

GIVEN CONSUMER MARKET INFORMATION ABOUT NEEDS, DESIRES, PRICES, AND PRODUCTS, THE STUDENT WILL DESCRIBE HOW THIS INFORMATION CAN BE USED BY BUSINESS PERSONNEL TO INCREASE SALES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
434 Skill in interpreting consumer demand as it applies to the merchandise in the selling department.	Invite the buyer of a local business to speak to the class about how he/she interprets consumer demand when buying merchandise in order to increase sales.	IDECC LAP 434 IDECC LAP 488 Fundamentals of Selling Chapter 4
488 Attitude that the customer is the determining factor in buying merchandise for a retail store or department.	Have students visit the buyer of a local business and discuss how and why he/she interprets consumer demand when determining what merchandise to buy in order to increase sales.	Retailing Principles and Practices - Part 67 Salesmanship Fundamentals Chapter 10
OTHER CLUSTER COMPETENCIES: 438	Divide students into small groups. Each group should prepare a report on how customer feelings and consumer demand have brought about changes in the types of merchandise offered; prices; size, location, and layout of stores; advertising, display, and public relations activities; and any other changes the group feels has occurred as a result of changing customer demand. The groups should then share their reports with the class.	Marketing and Distribution Unit 2 Marketing in Action Chapter 9 Retail Selling Chapters 17-21 Retail Merchandising Chapter 6, A
	Have students prepare posters or a bulletin board on the role of consumer demand and its effect on retail selling.	

Merchandising

Cluster Instructional Objective:

GIVEN CONSUMER MARKET INFORMATION ABOUT NEEDS, DESIRES, PRICES, AND PRODUCTS, THE STUDENT WILL DESCRIBE HOW THIS INFORMATION CAN BE USED BY BUSINESS PERSONNEL TO INCREASE SALES.

What Does the Competent Marketing Employee Do?

438
Skill in keeping informed of competitive conditions in the market areas which the store serves.

OTHER CLUSTER COMPETENCIES:

434
488

Suggested Learning Activities

Divide students into pairs or small groups and have each group visit three local retail stores, compare the competitive conditions that exist between them, and prepare a report discussing these conditions and how stores can keep informed of competitive conditions. Each group should share its report with the class.

Have selected students visit a local business manager and discuss how he/she keeps informed of competitive conditions and the importance of doing so. Students should share their findings with the class.

From selected readings and/or interviews, have each student prepare a written report on the role of competition in serving customers and how businesspeople may keep informed of competitive conditions in their market areas and the industry as a whole.

References

IDECC LAP 438

General Merchandise Retailing
Chapter 14

Retail Merchandising
Chapter 6, A

Retailing Principles and
Practices - Part 68

Salesmanship Fundamentals
Chapter 18

Merchandising

Cluster Instructional Objective:

GIVEN EXAMPLES OF ADS EMPHASIZING LOW AND HIGH PRICES, ODD AND EVEN AMOUNTS, ETC., THE STUDENT WILL EXPLAIN THE PROBABLE PSYCHOLOGICAL EFFECT ON CUSTOMERS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
397 Knowledge of the ways prices psychologically affect customers.	Have students prepare a written report on psychological pricing methods and their effect on customers' buying habits. Invite a business' manager to speak to the class on how pricing may psychologically affect customers. Divide students into pairs or small groups and have each group visit a local business manager and discuss the method(s) he/she uses to set prices on merchandise and why that method is used. Each group should share its findings with the class. Have students visit five different businesses and observe the prices of the businesses' merchandise to see if psychological pricing methods are being used.	IDECC LAP 397 Retailing Principles and Practices - Part 65 General Merchandise Retailing Chapter 14 Retail Merchandising Chapter 10 "How-To" Tapes and Workbook for Hardware/Home Center Operators - #1

Merchandising

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT CONSUMER NEEDS AND BUYING MOTIVATIONS, THE STUDENT WILL DESCRIBE THE PROCESS OF BUYING AND SELLING MERCHANDISE AT COMPETITIVE PRICES.

What Does the Competent Marketing Employee Do?

489
A belief that if the store is to get its share of the business in its market area, merchandise must be bought and sold at competitive prices.

OTHER CLUSTER COMPETENCIES:

494

Suggested Learning Activities

After reading selected references, have students write a brief essay on the topic "What is competitive pricing and why must a retailer buy and sell merchandise at competitive prices in order to get a fair share of the business in that trade area?"

Have students prepare a list of factors that a retailer must take into consideration when buying and selling merchandise at competitive prices. Then, have students share their answers, writing each factor on a blackboard or transparency as it comes up in the class discussion.

Invite a buyer, owner, or manager of a local business to speak to the class on the topic "What is competitive pricing and why must a retailer buy and sell merchandise at competitive prices in order to get a fair share of the business in that trade area?"

Have students interview a successful retailer on how buying and selling at competitive prices gets his/her store its fair share of the business in its trade area, and what factors are considered in this process. Have students share their findings with the class.

References

IDECC LAP 489

General Merchandise Retailing
Chapter 14

Retailing Principles and
Practices - Part 65

Retail Merchandising
Chapter 10

Retail Selling
Chapter 32

"How-To" Tapes and Workbook
for Hardware/Home Center
Operators - #1, #9

Merchandising

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT CONSUMER NEEDS AND BUYING MOTIVATIONS, THE STUDENT WILL DESCRIBE THE PROCESS OF BUYING AND SELLING MERCHANDISE AT COMPETITIVE PRICES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
494 Attitude that one must be always aware of incorrectly priced items since prices change frequently and quickly.	Divide students into small groups. Groups should list factors that determine the retail prices and describe why each is important in keeping alert for incorrectly priced merchandise. Lead a class discussion on why merchandise could be priced incorrectly, how this problem can be avoided, and the effects of incorrectly priced merchandise on store profits. Invite a local business manager to speak to the class on the topic "Why retailers must always be aware of incorrectly priced merchandise since prices change quickly and frequently."	IDECC LAP 494 General Merchandise Retailing Chapter 14 Retailing Principles and Practices - Part 65 Retail Merchandising Chapter 10 Retail Selling Chapter 32
OTHER CLUSTER COMPETENCIES: 489		

Merchandising

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL PARTICIPATE IN MERCHANDISE STOCK COUNTS FOR INVENTORY-CONTROL PURPOSES.

What Does the Competent Marketing Employee Do?

401
Knowledge that stock counts are taken for inventory-control purposes and for ordering purposes.

OTHER CLUSTER COMPETENCIES:

400
414
463
442

Suggested Learning Activities

After reading selected references, have students write the answers to the following questions:

1) What information can a buyer receive from a good inventory system?
2) Why is a basic stock list used in hardware stores, lumberyards, or farm or garden supply stores?
3) Why does the retailer need an inventory system?
4) What are the steps taken to perform an accurate physical inventory?

Invite a local manager to speak to the class about why stock counts are taken for inventory-control purposes and ordering purposes. The manager should explain how his/her store takes a physical inventory.

Have students complete stock records and stock count books in the school book room or school stock room.

References

IDECC LAP 401

Retail Selling - Chapter 15

Retail Merchandising
Chapter 15, B

Retailing Principles and
Practices - Part 49

Fundamentals of Selling
Chapter 12, D

General Merchandise Retailing
Chapter 14

Merchandising

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL PARTICIPATE IN MERCHANDISE STOCK COUNTS FOR INVENTORY-CONTROL PURPOSES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
400 Knowledge of the uses of forms and records necessary in inventory control.	Invite a local manager to speak to the class on the uses of forms and records necessary in inventory control. The manager should show examples of the forms used in his/her store. Have selected students interview a local manager about the uses of forms and records necessary in inventory control and obtain a sample of the forms used in that store. Students should share their findings with the class. Have students prepare posters or a bulletin board on the uses of forms and records in inventory control, utilizing actual samples of forms obtained from local businesses.	IDECC LAP 400 Retail Selling Chapter 15 Retail Merchandising Chapter 15 Retailing Principles and Practices - Part 49 Mathematics in Marketing Chapter 5
OTHER CLUSTER COMPETENCIES: 401 414 463 442		

Merchandising

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL PARTICIPATE IN MERCHANDISE STOCK COUNTS FOR INVENTORY-CONTROL PURPOSES.

What Does the Competent Marketing Employee Do?

414
Knowledge of the procedures involved in a merchandise count for physical inventory.

OTHER CLUSTER COMPETENCIES:

401
400
463
442

Suggested Learning Activities

After reading selected references, have students outline in writing the procedures involved in a merchandise count for physical inventory.

Give a presentation on the procedures involved when taking a physical inventory. A class discussion should follow to make sure all students understand the procedures and can participate in an actual physical inventory.

Conduct a partial physical inventory of the school store, D. E. laboratory, or school cafeteria stockroom, alternating student helpers while others watch.

References

IDECC LAP 414

Retail Selling - Chapter 16

Retail Merchanciding
Chapter 15

Retailing Principles and
Practices - Part 49

Learning Experiences in
Retailing - Chapter 8

Mathematics in Marketing
Chapter 5

Merchandising

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL PARTICIPATE IN MERCHANDISE STOCK COUNTS FOR INVENTORY-CONTROL PURPOSES.

What Does the Competent Marketing Employee Do?

463
Ability to participate in merchandise counts for physical inventories.

442
Skill in taking accurate stock counts of merchandise for ordering inventory or unit-book-control.

OTHER CLUSTER COMPETENCIES:

401
400
414

Suggested Learning Activities

Provide students with blank retail inventory counting sheets (example in IDECC LAP 463), and merchandise description sheets which give item, number on hand, price, article number, and age classification. Students should practice transferring the information given on the merchandise description sheets to the retail inventory counting sheets.

Arrange for students to participate in taking a physical inventory for a local business. Be sure students understand what procedures the business wants followed before taking the inventory.

If participation in physical inventory is not possible, have students conduct a physical inventory of the school store, D. E. laboratory, or school cafeteria stockroom.

References

IDECC LAP 463
IDECC LAP 442

Retail Selling - Chapter 16

Retail Merchandising
Chapter 15

Retailing Principles and
Practices - Part 49

Learning Experiences in
Retailing - Chapter 8

Mathematics in Marketing
Chapter 5

Merchandising

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO INTERPRET INFORMATION FROM TICKETS AND SPECIAL FORMS FOR INVENTORY CONTROL.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
428 Knowledge of the use of ticket stubs and special forms to keep records of merchandise sold by classification.	After reading selected references, have students list at least six items of information that usually appear on merchandise tickets, identifying which ones can be read by the customers and which are most often in code. Students should also name two forms that often provide information that is recorded on the inventory sheet. Give students a list of cost prices and have each student develop a ten-letter word or phrase code system and code the prices. Then, have students exchange papers, identifying only the code used, and decode the other student's cost prices.	IDECC LAP 428 Retail Merchandising Chapters 9, C; 17, C Retail Selling - Chapter 15 Fundamentals of Selling Chapter 12, D Retailing Principles and Practices - Part 14 Mathematics in Marketing Chapter 5
OTHER CLUSTER COMPETENCIES: 474	Have students determine how many classifications of merchandise are used in inventory and sales control at their training stations or local stores. Students should also find out why that particular system is used and collect samples of tickets or special forms used and share their findings with the class.	

Merchandising

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO INTERPRET INFORMATION FROM TICKETS AND SPECIAL FORMS FOR INVENTORY CONTROL.

What Does the Competent Marketing Employee Do?

474
Attitude that stockkeeping errors or losses affect company profits.

OTHER CLUSTER COMPETENCIES:

428

Suggested Learning Activities

Invite a representative from a local business to speak to the class on the importance of accuracy in stockkeeping and how errors or losses can affect store profits.

Have students interview a local business employee who is in charge of stockkeeping to determine the most common types of stockkeeping errors and losses, what steps are taken to prevent these losses, and how much extra merchandise must be sold to cover these losses. Students should share their findings with the class.

Provide case studies involving stockkeeping errors for students to read and discuss.

References

IDECC LAP 474

Retail Merchandising
Chapter 17, C

Retailing Principles and
Practices - Part 14

Fundamentals of Selling
Chapter 12, D

Retail Selling - Chapter 15

Merchandising

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO OUTLINE CAUSES FOR THE RETURN OF MERCHANDISE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
413 Knowledge of the reasons for making returns of merchandise to manufacturers.	After reading selected references, students should write a brief report listing five common reasons merchandise must be returned to manufacturers, and two examples of each reason. Invite a local business representative to speak to the class about the reasons for returning merchandise to manufacturers. Students should have prepared questions to ask the speaker. Divide the class into small groups and arrange for each group to take a field trip to the receiving department of a large business. Listen to an employee explain how merchandise is received and checked and why merchandise is returned to manufacturers. Groups should share their findings with the class.	IDECC LAP 413 Retail Merchandising Chapter 9, B Fundamentals of Selling Chapter 12, D Retailing Principles and Practices - Part 13

Operations

Cluster Instructional Objective:

IN A JOB SITUATION, THE STUDENT WILL DESCRIBE STORE POLICIES.

What Does the Competent Marketing Employee Do?

1101
Knowledge of the rules and regulations of store procedure concerning employee policies such as signing in and out, lunch hours, dress regulations, procedures in case of tardiness and/or absence, personal shopping procedures, and personal use of the telephone.

1102
Knowledge of proper conduct of employees concerning procedures dealing with addressing regulations, pay, lost and found usage, handling and/or reporting in-store accidents, breaks/rest room usage, and shoplifting.

OTHER CLUSTER COMPETENCIES:

1116

Suggested Learning Activities

Discuss with students why management must set forth rules and regulations for employees to follow. Discuss the advantages to both employer and employees.

Invite a local representative to speak to students about common business policies and procedures and the importance of setting forth rules for employees to follow.

Secure a copy of the store policy manual from several large retail chain stores. Have students study manuals and answer study guide questions regarding various rules and procedures.

Have each student visit the personnel manager of a retail business. Students should record information regarding store hours, lunch and break periods, dress regulations, absences, and other store rules and share their findings with the class.

References

Human Relations in Business
Chapters 3, 4

Retailing Principles and
Practices - Part 4

Retail Merchandising
Chapter 5

Fundamentals of Selling
Chapter 7

Retail Selling
Chapter 6

Salesmanship Fundamentals
Chapter 22

Selling Principles and
Practices - Chapter 22

Operations

Cluster Instructional Objective: IN A JOB SITUATION, THE STUDENT WILL DESCRIBE STORE POLICIES.

What Does the Competent Marketing Employee Do?

1116
Knowledge of the business' chain of command authority.

OTHER CLUSTER COMPETENCIES:

1101
1102

Suggested Learning Activities

Discuss with students the importance of having a chain of command. Stress what would happen if duties were not assigned to specific people and standard procedures were not followed at work. Also discuss what happens when employees bypass their immediate supervisor to go "straight to the top" with their comments or complaints.

Obtain sample organizational charts of retail businesses. Have students study them to note the chain of command--who reports to whom, etc.

Have students prepare an organizational chart of their training station and write a paragraph explaining how the organization works for the business.

Give students a list of employee titles typical in a very large retail organization. Divide students into groups and have them develop a logical organizational chart from the list of employees.

References

Fundamentals of Selling
Chapter 7, A

Human Relations in Marketing
Chapter 6

Human Relations in Business
Chapter 4

Retail Merchandising
Chapter 4, E

Retailing Principles and
Practices - Parts 4, 20

Learning Experiences in
Retailing - Chapter 5

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN HOW CONTROLLING EXPENSES HAS A DIRECT IMPACT ON THE STORE'S PROFITS.

What Does the Competent Marketing Employee Do?

617
Knowledge that although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all store employees.

618
Knowledge that seemingly small savings in some expense areas can mean a substantial gain in profits.

619
Knowledge that careful use of supplies will help control expenses.

752
Attitude that expenses are an influential factor in making merchandise profitable.

Suggested Learning Activities

Have each student interview someone knowledgeable in the area of expenses--banker, accountant, store manager, etc. Students should record information regarding these questions:

1) What are some classifications of expenses?
2) Why are expenses classified?
3) What is the largest expense?
4) How do expenses affect profit?
5) What are some suggestions for controlling expenses?

Students should prepare a short written report for the instructor and present an oral summary to the class.

Divide students into small groups. Each group should develop a list of expenses and their effect on profit and then brainstorm a list of ways in which employees can help to control expenses. Groups can then share their ideas with the class.

Help each student plan an interview with a store employee--either a stockkeeper, salesperson, or person in management. Each student should obtain information regarding the following:

(Continued on following page.)

References

IDECC LAP 617
IDECC LAP 618
IDECC LAP 619
IDECC LAP 752

Retail Merchandising
Chapter 15, C

Fundamentals of Selling
Chapter 12, E

Marketing and Distribution
Unit 11

Marketing in Action
Chapter 18

Retailing Principles and
Practices - Part 48

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN HOW CONTROLLING EXPENSES HAS A DIRECT IMPACT ON THE STORE'S PROFITS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
617 618 619 752 Continued	1) duties of employees 2) duties which concern expense areas 3) how does the employee help control these expenses? 4) how do other employees help to control expenses? Students should summarize their findings and share them in a class discussion. Invite a guest speaker to explain to students the effect of expenses on business profits and how employees can help to control expenses. Provide case studies regarding controlling of expenses for students to read and discuss. Mathematical problems can be included for students to work.	

Operations

Cluster Instructional Objective:

IN AN ACTUAL OR SIMULATED BUSINESS SITUATION, THE STUDENT WILL DEMONSTRATE PROPER STORE MAINTENANCE PROCEDURES AND CARE OF STORE EQUIPMENT.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
614 Knowledge of the functions of store maintenance. OTHER CLUSTER COMPETENCIES: 750 696 732	Have students brainstorm a list of the basic functions of a store maintenance department. Write each on a blackboard or transparency as it is named and discuss each function and how students may, as stockkeepers or salespeople, perform some functions in a small store. Arrange a field trip to a large retail store. Discuss with the store operations manager (or maintenance supervisor) the functions of the maintenance department after a tour of facilities and demonstration of equipment used. If a field trip is not feasible, invite the operations manager or maintenance supervisor of a large retail store to speak to the class on the functions of the maintenance workers.	IDECC LAP 614 Learning Experiences in Retailing - Pages 350-351

Operations

Cluster Instructional Objective:

IN AN ACUTAL OR SIMULATED BUSINESS SITUATION, THE STUDENT WILL DEMONSTRATE PROPER STORE MAINTENANCE PROCEDURES AND CARE OF STORE EQUIPMENT.

What Does the Competent Marketing Employee Do?

750
Attitude that a well-kept store is a primary means of attracting and holding business.

OTHER CLUSTER COMPETENCIES:

614
696
732

Suggested Learning Activities

After students have read selected references, have them write a brief essay on the advantages of a neat, well-kept store.

Have students brainstorm a list of advantages of a neat, well-kept store. Write each on a blackboard or transparency as it is named and discuss.

Have students interview two store managers, two salespeople and two customers, asking them to point out what they feel are the advantages of a neat, well-kept store. Students should share their findings and compare for similarity or contrast.

References

IDECC LAP 750

Fundamentals of Selling
Chapter 5, B

Retail Merchandising
Chapter 3, E

Retail Selling
Pages 68-71

Retailing Principles and
Practices -Parts 31, 32

Operations

Cluster Instructional Objective:

IN AN ACUTAL OR SIMULATED BUSINESS SITUATION, THE STUDENT WILL DEMONSTRATE PROPER STORE MAINTENANCE PROCEDURES AND CARE OF STORE EQUIPMENT.

What Does the Competent Marketing Employee Do?

696
Skill in handling and caring for store equipment.

732
Skill in remembering safety precautions that can eliminate accidents while handling equipment.

OTHER CLUSTER COMPETENCIES:

614
750

Suggested Learning Activities

Lead a class discussion in which you point out that every store employee has a responsibility to aid in maintaining store equipment through proper care and handling of such equipment. Ask students to list ways that employees can aid in handling and caring for store equipment.

Have selected students visit a local business and obtain a copy of its policies concerning the handling of equipment and recommended safety precautions. Students should read and summarize the policies and prepare a written report for the instructor and oral summary to the class.

Have other students prepare posters or a bulletin board showing:

1) Ways that employees can aid in handling and caring for equipment

and/or

2) Safety precautions to follow when using store equipment.

References

IDECC LAP 696
IDECC LAP 732

Getting Merchandise Ready for Sale - Chapters 9, 10

Learning Experiences in Retailing - Pages 350-351

Retailing Principles and Practices - Part 32

Operations

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL FOLLOW PROPER STOCKKEEPING PROCEDURES.

What Does the Competent Marketing Employee Do?

697
Ability to locate or place stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employee and customer hazards, and permit ease of restocking.

OTHER CLUSTER COMPETENCIES:

637

Suggested Learning Activities

Discuss the roles that stock and fixture location play in facilitating customer service, including convenience, quick service, grouping of related items, lack of crowded conditions, and effect on store image and personality.

Discuss the factors of stock location which affect the protection of merchandise--from dirt, sun, theft, and damage. Have students determine methods used in local stores to protect merchandise by visiting three stores and preparing a brief report to share with the class.

Invite the local fire marshal or a store security manager to speak to the class regarding store safety and factors of stock location to consider when attempting to minimize possible customer and employee hazards.

Have students write a paper on the role of stock location regarding:
1) customer service
2) merchandise protection
3) minimizing hazards to customers and employees
and 4) restocking.

References

IDECC LAP 697

Retail Merchandising
Chapter 9, D

Fundamentals of Selling
Chapter 12, D

Operations

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL FOLLOW PROPER STOCKKEEPING PROCEDURES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
637 Knowledge of the amount on hand of various items which is considered an adequate supply.	Discuss the factors to be considered when determining if the present on-hand supply of merchandise is adequate. Have students interview their training sponsor or a business manager and discuss the factors to be considered in determining if the present on-hand supply of merchandise is adequate. Students should submit a summary of the interview for evaluation and share their findings with the class. Have students prepare posters or a bulletin board illustrating the factors to be considered when determining if present on-hand supply of merchandise is adequate.	IDECC LAP 637 Retailing Principles and Practices - Part 14 Fundamentals of Selling Chapter 12, D Retail Merchandising Chapter 12, D
OTHER CLUSTER COMPETENCIES: 697		

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO OUTLINE HOW TO UNLOAD AND OPEN DIFFERENT MERCHANDISE WITHOUT DAMAGING THE MERCHANDISE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
669 Knowledge of how to unload delivery trucks quickly and efficiently, placing items in their proper position in the stock area.	After reading selected references, have students list the seven most common methods of unloading a truck, name the major uses of each, and identify examples of merchandise that should be moved by each method.	IDECC LAP 669 Getting Merchandise Ready for Sale - Chapter 9 General Merchandise Retailing - Chapter 15
	Give a presentation in which you show transparencies, slides, or a film of materials handling equipment, explaining the uses of each item and what type of merchandise should be moved by each item.	
OTHER CLUSTER COMPETENCIES: 1113	Arrange a field trip to a large business or warehouse to see materials handling equipment in operation.	
	Have each student visit three local businesses and identify the items of materials handling equipment used by each to unload merchandise from trucks and move the merchandise to stock areas.	

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO OUTLINE HOW TO UNLOAD AND OPEN DIFFERENT MERCHANDISE WITHOUT DAMAGING THE MERCHANDISE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1113 Knowledge of how different merchandise should be opened or cut to avoid damage to the product.	Give a presentation/demonstration on how to open or cut containers of merchandise in order to avoid damaging the merchandise. Have students practice opening various boxes and cartons without damaging their contents.	IDECC LAP 1113 Getting Merchandise Ready for Sale - Chapter 12
	Have each student visit the receiving department of a large business to ask employees how to open different merchandise containers to avoid damaging the contents. If possible, watch employees as they open or cut merchandise containers.	
	Arrange a field trip to the receiving department of a large business or warehouse to watch a demonstration of how to open or cut containers of merchandise to avoid damaging the merchandise.	
OTHER CLUSTER COMPETENCIES: 669		

Operations

Cluster Instructional Objective:

WHEN ASKED TO PROCESS INCOMING MERCHANDISE, THE STUDENT WILL FOLLOW PROPER PROCEDURES AND SOLVE ANY PROBLEMS THAT MAY ARISE.

What Does the Competent Marketing Employee Do?

638
Knowledge of the procedures involved in checking merchandise in against an invoice.

708
Skill in accurately checking in merchandise against an invoice.

OTHER CLUSTER COMPETENCIES:

639
707
761
702

Suggested Learning Activities

Arrange for students to visit the receiving department of a local business or warehouse and observe the process of checking in shipments of merchandise against the invoice. Students should take notes for a later class discussion.

After they have read selected references, have students prepare a written report on the procedures involved in checking merchandise in against an invoice.

Obtain samples of receiving forms from local businesses. Discuss with students the procedures involved in checking merchandise in against an invoice and how to enter necessary details on receiving forms.

If possible, arrange for students to "receive" a shipment of merchandise for the school, performing the school's procedures and completing necessary forms.

Have students take turns role-playing the receiving process. A quantity of boxes and sample forms should be provided to simulate a shipment of goods. (A sheet inside each box can describe the "contents" of the box.)

References

IDECC LAP 638
IDECC LAP 708

Getting Merchandise Ready for Sale - Chapters 3, 4

Retail Merchandising
Chapter 9

General Merchandise Retailing - Chapter 15

Learning Experiences in Retailing - Chapter 13

Retail Selling - Chapter 33

Retailing Principles and Practices - Part 13

Operations

Cluster Instructional Objective:

WHEN ASKED TO PROCESS INCOMING MERCHANDISE, THE STUDENT WILL FOLLOW PROPER PROCEDURES AND SOLVE ANY PROBLEMS THAT MAY ARISE.

What Does the Competent Marketing Employee Do?

639
Knowledge of the procedures for handling incorrect amounts or types of merchandise received.

707
Skill in handling incorrect amounts or types of merchandise received.

OTHER CLUSTER COMPETENCIES:

638
708
761
702

Suggested Learning Activities

Discuss with students the procedures for handling incorrect types or amounts of merchandise received including the completion of discrepancy reports.

Have selected students interview a business employee to find out the methods his/her business uses to handle incorrect amounts or types of goods and whose responsibility it is to handle various steps of the procedures. Students should obtain a sample of the discrepancy report used by the business, if possible. Students should prepare a written report for the instructor and share their findings in a class discussion.

Give students case problems regarding incorrect types or amounts of merchandise received. For each problem, students should complete a discrepancy report and explain how to make the necessary returns and adjustments.

References

IDECC LAP 639
IDECC LAP 707

Getting Merchandise Ready for Sale - Pages 109 - 110

Retail Merchandising
Chapter 9

General Merchandise Retailing
Chapter 15

Learning Experiences in Retailing - Chapter 13

Retail Selling - Chapter 33

Retailing Principles and Practices - Part 13

Operations

Cluster Instructional Objective:

WHEN ASKED TO PROCESS INCOMING MERCHANDISE, THE STUDENT WILL FOLLOW PROPER PROCEDURES AND SOLVE ANY PROBLEMS THAT MAY ARISE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
761 Attitude that complete records should be kept of all incoming merchandise for store protection.	After they have read selected references, students should write a brief essay about the ways a business could be hurt if receiving records are incomplete, incorrect, or missing.	IDECC LAP 761 Getting Merchandise Ready for Sale - Chapters 3, 4
	Discuss with students the ways a business could be hurt if receiving records are incomplete, incorrect or missing.	Retail Merchandising Chapter 9 General Merchandise Retailing - Chapter 15
	Invite a business manager to speak to the class on problems he/she has encountered through poor handling of receiving records.	Learning Experiences in Retailing - Chapter 13 Retail Selling - Chapter 33
OTHER CLUSTER COMPETENCIES: 638 708 639 707 702	Have selected students interview a business manager or other employee on the problems he/she has encountered through poor handling of receiving records. Students should share their findings with the class.	Retailing Principles and Practices - Part 13

Operations

Cluster Instructional Objective:

WHEN ASKED TO PROCESS INCOMING MERCHANDISE, THE STUDENT WILL FOLLOW PROPER PROCEDURES AND SOLVE ANY PROBLEMS THAT MAY ARISE.

What Does the Competent Marketing Employee Do?

702
Skill in quickly routing merchandise from the receiving dock to the proper selling department or its designated stock area in the warehouse.

OTHER CLUSTER COMPETENCIES:

638
708
639
707
761

Suggested Learning Activities

After they have read selected references, have students prepare a list of the factors to be considered in routing merchandise directly to the selling floor or to reserve stock from the receiving area.

Have each student visit a different retail business to find out what factors determine the routing of merchandise from the receiving dock to either the selling floor or stock area. Students should prepare a list of the factors to share in a class discussion.

Have students make flow charts showing the flow of five different types of merchandise from the receiving dock to their proper storage areas. Students can then make a bulletin board if they desire.

References

IDECC LAP 702

Retail Selling
Chapter 33

Learning Experiences in
Retailing - Chapter 13

Retail Merchandising
Chapter 9

General Merchandise
Retailing - Chapter 15

Retailing Principles and
Practices - Part 13

Operations

Cluster Instructional Objective:

IN AN ACTUAL OR SIMULATED BUSINESS SITUATION, THE STUDENT WILL DEMONSTRATE PROPER WAYS TO AFFIX PRICES ON VARIOUS TYPES OF MERCHANDISE.

What Does the Competent Marketing Employee Do?

645
Knowledge of how to put price tickets on various types of merchandise.

709
Skill in putting price tickets on various types of merchandise.

Suggested Learning Activities

Give a presentation regarding the different types of price tickets and the types of merchandise on which they should be used. Show transparencies of sample tickets to students.

Have each student visit a local store or his/her training station and prepare a list of the types of price tickets used and the merchandise they were used on, collecting samples if possible. Students should share their findings in a class discussion.

Give students a list of items. See if they can identify the correct type of price ticket to use for each item and tell where it should be placed on the item.

Provide sample price tickets. Have students practice putting the tickets on various kinds of merchandise. Evaluate their ability to choose the correct type of tag and placement on merchandise.

References

IDECC LAP 645
IDECC LAP 709

Retail Merchandising
Chapter 9, C

Retail Selling
Chapter 33

Retailing Principles and
Practices - Part 14

General Merchandise
Retailing - Pages 203-206

Getting Merchandise Ready
for Sale - Chapter 14

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE VARIOUS TYPES OF STORAGE USED BY A STORE.

What Does the Competent Marketing Employee Do?

648
Knowledge of the various types of storage--within store (stockroom), outside-the-store (warehouse) and returned goods.

Suggested Learning Activities

Discuss with students types of storage and the difficulties that can arise through improper stocking of goods and materials.

Arrange a field trip to a local warehouse to observe procedures and methods. Students should take notes for later discussion on the storage of loose items, large boxes, bulky items, small items, fast-selling and related items.

Have each student interview the stock manager of their training station or a local business about the methods of stock control and storage used in that business. Students should report their findings to the class.

Give students a list of types of goods: loose items, large boxes, small items, fast-selling items, related goods, and bulky items. Have them designate stock locations--both in-store and outside-the-store--for these types of merchandise.

References

IDECC LAP 648

Marketing and Distribution
Part 28

Marketing in Action
Pages 40-42

Retail Merchandising
Chapter 9, D

Learning Experiences in
Retailing - Chapter 13

Operations

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL RECOGNIZE AND HANDLE SHOPLIFING ACCORDING TO STORE POLICIES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
651 Knowledge of how to contend with cases of shoplifting according to the store's policies and procedures. 699 Skill in recognizing and handling shoplifting.	Invite a local retail store detective or police officer to speak to the class on the detection and apprehension of shoplifters--including methods that shoplifters use and courses of action store employees should take when they spot shoplifters. Have selected students interview the manager at their training station or a local business to determine how the business handles the detection and apprehension of shoplifters, obtaining a copy of the business' shoplifting policies, if possible. Students should share their findings with the class. Obtain and show a filmstrip on shoplifting techniques, types of shoplifters, or methods a business may use in the detection and control of shoplifting. Have students prepare a report in which they list and explain: 1) the types of shoplifters, 2) at least ten shoplifting techniques, 3) at least ten methods or procedures that a business can use in the detection and control of shoplifting.	IDECC LAP 651 IDECC LAP 699 Retail Merchandising Chapter 17, D Retail Selling Chapter 31 Retailing Principles and Practices - Part 15 Marketing and Distribution Pages 196-197 Fundamentals of Selling Chapter 12, E "How-To" Tapes and Workbook For Hardware/Home Center Operators - #3

Operations

Cluster Instructional Objective: WHEN GIVEN PROBLEM SITUATIONS, THE STUDENT WILL IDENTIFY ACCIDENT PREVENTION MEASURES THAT SHOULD BE TAKEN.

What Does the Competent Marketing Employee Do?

660
Knowledge of how to take care of employees' and customers' accidents in the store.

1164
Knowledge of the location of fire extinguishers and other emergency equipment.

OTHER CLUSTER COMPETENCIES:

615
777

Suggested Learning Activities

Invite a store representative to speak to the class on what to do when accidents occur in a retail store and what emergency equipment should be available in the store.

Have selected students visit a local business (or training station) to determine the store's policies and recommended procedures to follow in case of customer or employee accidents, first aid procedures taught to employees, and location of emergency equipment. Students should prepare a written report for the instructor and present an oral report to the class.

Have students prepare a paper in which they list and explain:

1) the four steps to follow if a customer accident occurs,
2) the four steps to follow if an employee accident occurs,
3) first aid procedures commonly used.

References

IDECC LAP 660
IDECC LAP 1164

Retail Merchandising
Chapter 4, D

Retail Selling
Page 74

Operations

Cluster Instructional Objective:

WHEN GIVEN PROBLEM SITUATIONS, THE STUDENT WILL IDENTIFY ACCIDENT PREVENTION MEASURES THAT SHOULD BE TAKEN.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
615 Knowledge that proper care of store equipment and proper stock arrangements can help prevent accidents.	Discuss with students accident prevention measures for common store facilities and pieces of equipment, such as stockroom, floors and aisles, entrance and exit doors, receiving area, electrical equipment, shopping carts, stairways, etc. Provide case stories in which students must identify accident-prone situations and list accident prevention measures to correct each situation. Provide statements describing various situations that may occur in a business. Students should prepare written solutions for each situation, indicating accident prevention measures which could have been taken to alleviate each situation. Have students write a paper on accident prevention measures for common store facilities and pieces of equipment.	IDECC LAP 615 Retail Selling Pages 73-74 Retail Merchandising Page 304 Getting Merchandise Ready for Sale - Chapter 10
OTHER CLUSTER COMPETENCIES: 660 1164 777		

Operations

Cluster Instructional Objective:

WHEN GIVEN PROBLEM SIUTATIONS, THE STUDENT WILL IDENTIFY ACCIDENT PREVENTION MEASURES THAT SHOULD BE TAKEN.

What Does the Competent Marketing Employee Do?

777
Attitude that empty cases and cartons should be quickly cleared from aisles to prevent customer and employee accidents.

OTHER CLUSTER COMPETENCIES:

660
1164
615

Suggested Learning Activities

Have students write a brief essay on the importance of quickly clearing aisles of empty boxes or cartons in a retail business in order to prevent accidents.

Have students visit five retail businesses and report their observations on how well aisles were kept cleared and any problems or accidents caused by crowded aisles due to unattended cartons or cases.

Discuss with students possible accidents that could happen in a business if boxes or cartons are left in the aisles.

References

IDECC LAP 777

Product/Service Technology

Cluster Instructional Objective:

IN A SELLING SITUATION, THE STUDENT WILL COMMUNICATE THE IMPORTANCE OF BRAND NAMES TO CUSTOMERS.

What Does the Competent Marketing Employee Do?

518
Knowledge of brand or trade names identifying products by producer or distributor.

OTHER CLUSTER COMPETENCIES:

561

Suggested Learning Activities

After reading selected references, have students prepare a paper

1) defining "brand name" and "trade name" and their purposes,
2) identifying classifications of brand names with three examples of each, and
3) identifying requirements of a good brand or trade name with three examples of each.

Show the outlines of trademarks on a transparency to see if students can recognize the company or product they represent. Then, write the name of a common product, such as TV dinner, bandages, cola, tissues, gellatin, etc., and have students name the brands they immediately think of for each product. See if students can think of other examples of trademarks and brand names.

Have students collect illustrations of brand names or trademarks found in magazines, newspapers, labels, handtags, etc., and design a bulletin board showing the different classifications of brand names.

References

IDECC LAP 518

Fundamentals of Selling
Chapter 6, B

Marketing and Distribution
Part 24

General Merchandise Retailing
Chapter 6

Retail Merchandising
Chapter 6, D

Salesmanship Fundamentals
Chapter 23

Product / Service Technology

Cluster Instructional Objective: IN A SELLING SITUATION, THE STUDENT WILL COMMUNICATE THE IMPORTANCE OF BRAND NAMES TO CUSTOMERS.

What Does the Competent Marketing Employee Do?

561
Ability to use brand or trade names to help customers identify and select products or merchandise.

OTHER CLUSTER COMPETENCIES:

518

Suggested Learning Activities

Lead a class discussion on the importance of brand or trade names to customers, and whether a customer who has no brand name product in mind is easier to sell than the customer who requests a specific brand name product.

Have each student select a brand name product and develop a sales presentation which will use the brand name to:
1) create a favorable impression of the product in the customer's mind,
2) build a reputation for a quality product,
and 3) encourage the customer to remember the product for repeat sales.
The instructor should evaluate each planned presentation to be certain all three points are included.

Divide students into pairs. Each pair will present a skit of a salesperson attempting to sell a customer a less well-known product when the customer came into the store requesting a specific well-known brand name product.

References

IDECC LAP 561

Fundamentals of Selling
Chapter 6, B

Marketing and Distribution
Part 24

General Merchandise Retailing
Chapter 6

Retail Merchandising
Chapter 6, D

Salesmanship Fundamentals
Chapter 23

Product/Service Technology

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO STATE HOW PRODUCT KNOWLEDGE WILL INCREASE SALES AND PROMOTE CUSTOMER RELATIONS.

What Does the Competent Marketing Employee Do?

511
Knowledge that merchandise information is a useful tool in opening a sales conversation with a customer.

OTHER CLUSTER COMPETENCIES:

510
587
512

Suggested Learning Activities

Invite a salesperson to speak to the class on why the merchandise approach is a good way to open a sales presentation.

Lead a class discussion on why the merchandise approach is a good way to open a sales presentation.

Provide students with a handout of ten statements which can be used to open a sales presentation. Have students indicate which statements use the merchandise approach and re-write those statements which do not.

Divide students into pairs. Each student should prepare a merchandise approach for an item with which he/she is familiar and role-play with his/her partner. Class members will evaluate each presentation.

References

IDECC LAP 511

Salesmanship Fundamentals
Chapter 13

Retail Selling
Chapter 20

Fundamentals of Selling
Chapter 9, A, B

Retail Merchandising
Chapter 11, C

Retailing Principles and
Practices - Part 7

Selling Principles and
Practices - Chapter 9

Product / Service Technology

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO STATE HOW PRODUCT KNOWLEDGE WILL INCREASE SALES AND PROMOTE CUSTOMER RELATIONS.

What Does the Competent Marketing Employee Do?

510
Knowledge that adequate merchandise information will enable the salesperson to increase sales as well as his/her earning capacity.

OTHER CLUSTER COMPETENCIES:

511
587
512

Suggested Learning Activities

After reading selected references, have students write a brief essay listing at least five reasons why adequate merchandise information will help a salesperson to increase sales and his/her earning capacity.

Invite a salesperson to speak to the class on why adequate knowledge of his/her merchandise helps a salesperson to increase sales and earning capacity.

Provide case problems for students to solve during a class discussion.

References

IDECC LAP 510

General Merchandise Retailing
Chapter 6

Fundamentals of Selling
Chapter 6

Salesmanship Fundamentals
Chapter 9

Retail Selling
Chapter 17

Learning Experiences in
Retailing - Chapters 9, 10

Know Your Merchandise

Selling Principles and
Practices - Chapter 9

"How-To" Tapes and Workbook
For Hardware/Home Center
Operators - #9, #15

Product/Service Technology

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO STATE HOW PRODUCT KNOWLEDGE WILL INCREASE SALES AND PROMOTE CUSTOMER RELATIONS.

What Does the Competent Marketing Employee Do?	**Suggested Learning Activities**	**References**
587 Belief that adequate merchandise information will help increase sales and promote better customer relations. OTHER CLUSTER COMPETENCIES: 511 510 512	After reading selected references, have students write a brief essay on the topic "Why I believe that adequate merchandise information will help increase sales and promote better customer relations." Lead a class discussion in which students relate experiences of their own (as a salesperson and as a customer) where product knowledge, or the lack of it, had influenced the buying decision. Arrange for students to observe experienced salespeople as they present merchandise to customers. Students should take notes and share their observations with the class.	IDECC LAP 587 General Merchandise Retailing Chapter 6 Fundamentals of Selling Chapter 6 Salesmanship Fundamentals Chapter 9 Retail Selling Chapter 17 Learning Experiences in Retailing - Chapters 9, 10 Know Your Merchandise Selling Principles and Practices - Chapter 9 "How-To" Tapes and Workbook for Hardware/Home Center Operators - #9, #15

Product / Service Technology

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO STATE HOW PRODUCT KNOWLEDGE WILL INCREASE SALES AND PROMOTE CUSTOMER RELATIONS.

What Does the Competent Marketing Employee Do?

512
Knowledge that merchandise guarantees and directions protect both the customer and the business and help increase sales.

OTHER CLUSTER COMPETENCIES:

511
510
587

Suggested Learning Activities

Invite a local business manager or salesperson to speak to the class on warranties and guarantees, how they protect both the customer and the business, and how they help to increase sales.

Provide students with copies of a merchandise guarantee (warranty). Explain its provisions to the class and lead a discussion on other guarantees or warrantees students may be familiar with.

Have each student bring in a guarantee or warranty for some product his/her family is using and answer a question sheet about the warranty, including the manufacturer's name, who is making the warranty, whether the cost of parts is included, how repairs or replacements are to be handled, who pays for the labor involved, etc.

References

IDECC LAP 512

Marketing and Distribution
Part 38

General Merchandise Retailing
Chapter 6

Retailing Principles and
Practices - Part 42

Retail Selling
Chapter 30

Fundamentals of Selling
Chapter 16, A

Product/Service Technology

Cluster Instructional Objective:

WHEN ASKED TO IDENTIFY SOURCES OF PRODUCT INFORMATION, THE STUDENT WILL NAME AND DESCRIBE AT LEAST TEN MEANS OF ACQUIRING PRODUCT KNOWLEDGE.

What Does the Competent Marketing Employee Do?

502
Knowledge of sources of merchandise information, such as the merchandise itself, handtags and labels, leaflets, box covers, and price tags.

517
Knowledge that labels taking the form of tags, stamps, wrappers, etc., identify products as to their content.

OTHER CLUSTER COMPETENCIES:

513
585
589
590

Suggested Learning Activities

After reading selected references, have students identify at least seven sources from which they can obtain merchandise information which is in contact with merchandise and the purpose(s) of each.

Have students collect evidence of seven sources from which merchandise information can be obtained and prepare a bulletin board showing how these handtags, labels, wrappers, etc., provide valuable information to salespeople and consumers.

Have students clip five merchandise advertisements from magazines and newspapers and determine if each item or statement in the ad could be found in one or more of the sources they identified, and identify the most likely source.

References

IDECC LAP 502
IDECC LAP 517

General Merchandise Retailing - Chapter 6

Fundamentals of Selling Chapter 6

Salemanship Fundamentals Chapter 9

Retail Selling Chapter 17

Learning Experiences in Retailing - Chapters 9, 10

Marketing and Distribution Part 25

Know Your Merchandise

Selling Principles and Practices - Chapter 9

Product / Service Technology

Cluster Instructional Objective:

WHEN ASKED TO IDENTIFY SOURCES OF PRODUCT INFORMATION, THE STUDENT WILL NAME AND DESCRIBE AT LEAST TEN MEANS OF ACQUIRING PRODUCT KNOWLEDGE.

What Does the Competent Marketing Employee Do?

513
Knowledge of current merchandise fashion trends, product innovations, etc.

OTHER CLUSTER COMPETENCIES:

502
517
585
589
590

Suggested Learning Activities

Have each student select a product and research advertisements, trade magazines, manufacturer's brochures, newspapers, etc. to look for information on current trends regarding that product in the last five years. Students should prepare a written report and give an oral presentation to the class.

Invite a lcoal business manager or salesperson to speak to the class on retailing trends and product trends--past, present, and future.

Lead a class discussion on various merchandise trends that occurred in the past, changes or trends we are now experiencing, and changes or trends we may expect in the future.

References

IDECC LAP 513

General Merchandise Retailing
Chapter 6

Fundamentals of Selling
Chapter 6

Salesmanship Fundamentals
Chapter 9

Retail Selling
Chapter 17

Learning Experiences in Retailing - Chapters 9, 10

Marketing and Distribution
Part 25

Know Your Merchandise

Product/Service Technology

Cluster Instructional Objective:

WHEN ASKED TO IDENTIFY SOURCES OF PRODUCT INFORMATION, THE STUDENT WILL NAME AND DESCRIBE AT LEAST TEN MEANS OF ACQUIRING PRODUCT KNOWLEDGE.

What Does the Competent Marketing Employee Do?

585
Attitude that merchandise information is obtainable from customers, competitors, sales representatives, producers, fellow sales employees, and supervisors.

OTHER CLUSTER COMPETENCIES:

502
517
513
589
590

Suggested Learning Activities

Develop an attitudinal survey (example in IDECC LAP 585) to determine if students have a positive attitude toward obtaining merchandise information from customers, competitors, sales representatives other salespeople, and supervisors. Discuss each item as necessary.

Have students prepare a paper explaining how each source listed--customers, competitors, producer, etc.--can provide valuable merchandise information and sales help to a beginning salesperson.

Invite an experineced salesperson to speak to the class on the role these sources can play when obtaining merchandise information.

References

IDECC LAP 585

General Merchandise
Retailing - Chapter 6

Fundamentals of Selling
Chapter 6

Salesmanship Fundamentals
Chapter 9

Retail Selling
Chapter 17

Learning Experiences in
Retailing - Chapters 9, 10

Marketing and Distribution
Part 25

Know Your Merchandise

Product / Service Technology

Cluster Instructional Objective:

WHEN ASKED TO IDENTIFY SOURCES OF PRODUCT INFORMATION, THE STUDENT WILL NAME AND DESCRIBE AT LEAST TEN MEANS OF ACQUIRING PRODUCT KNOWLEDGE.

What Does the Competent Marketing Employee Do?

589
Attitude that specific merchandise information may be found in advertisements.

OTHER CLUSTER COMPETENCIES:

502
517
513
585
590

Suggested Learning Activities

Have students collect ten newspaper or magazine advertisements for a product and list specific merchandise information found in each advertisement for each product.

Have students write a brief essay on the specific merchandise information found in advertisements and their benefits to 1) the customer, and 2) the salesperson.

Invite a local business manager or newspaper advertising manager to speak to the class on specific merchandise information found in advertisements and how this information benefits both consumers and salespeople.

Have students prepare a bulletin board illustrating what specific merchandise information can be found in advertisements and how these advertisements benefit both consumers and salespeople.

References

IDECC LAP 589

General Merchandise
Retailing - Chapter 6

Fundamentals of Selling
Chapter 6

Salesmanship Fundamentals
Chapter 9

Retail Selling
Chapter 17

Learning Experiences in
Retailing - Chapters 9, 10

Marketing and Distribution
Part 25

Know Your Merchandise

Product/Service Technology

Cluster Instructional Objective:

WHEN ASKED TO IDENTIFY SOURCES OF PRODUCT INFORMATION, THE STUDENT WILL NAME AND DESCRIBE AT LEAST TEN MEANS OF ACQUIRING PRODUCT KNOWLEDGE.

What Does the Competent Marketing Employee Do?

590
Attitude that merchandise information can be gained by handling merchandise and by using it.

OTHER CLUSTER COMPETENCIES:

502
517
513
585
589

Suggested Learning Activities

After reading selected references, have students write a paper answering the following questions:

1) How does the salesperson reveal his/her attitude toward the product by his/her handling of the merchandise?
2) What types of information can the salesperson obtain by handling the merchandise?
3) What are some of the duties a salesperson has which involve handling the merchandise?

Have each student prepare a sales presentation based solely on demonstrating a product. Have other class members evaluate the presentations and discuss what information was given to the customer by the demonstration, and what other information should be presented orally to the customer.

References

IDECC LAP 590

Retail Selling
Chapter 22

Fundamentals of Selling
Chapter 9, D

Retail Merchandising
Chapter 11, D

Salesmanship Fundamentals
Chapter 14

Retailing Principles and Practices - Part 8

Product / Service Technology

Cluster Instructional Objective:

IN AN ACTUAL OR SIMULATED SELLING SITUATION, THE STUDENT WILL SELECT PRODUCTS SUITABLE FOR DIFFERENT CUSTOMERS' NEEDS AND PURPOSES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
508 Knowledge of the uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.	Have each student select two similar items of merchandise. On a sheet of paper, they will list at least five similar uses of each product, at least five differences between the articles, and examples of customer types who would prefer each. Divide students into pairs and assign two similar articles to each pair. In a role-playing situation, have the "salespeople" explain the differences between the two products to the "customers" and help determine which would best serve the customers' needs.	IDECC LAP 508 Fundamentals of Selling Chapter 4 Retailing Principles and Practices - Parts 23, 24, 25 Salesmanship Fundamentals Chapter 10 Retail Selling Chapters 17-21

Product/Service Technology

Cluster Instructional Objective:

IN A BUSINESS SITUATION, THE STUDENT WILL BUILD AND MAINTAIN A USABLE BANK OF PRODUCT KNOWLEDGE.

What Does the Competent Marketing Employee Do?

582
Attitude that a salesperson must have sufficient knowledge of the merchandise he/she sells in order to answer a customer's questions satisfactorily.

OTHER CLUSTER COMPETENCIES:

583
588
586

Suggested Learning Activities

Have each student bring to class a product sold at his/her training station or a local business. In a class discussion, have students think of all possible questions customers might ask about each product and how and where salespeople can find such information.

Each student should visit three businesses to "buy" the same product, observing how each salesperson conveys information about the product and answers questions, and determining which salesperson did the better job and why.

Lead a class discussion regarding the statement "Customer questions are welcomed by a well-informed salesperson." Or invite a local salesperson to speak on this topic.

References

IDECC LAP 582

General Merchandise
Retailing - Chapter 6

Fundamentals of Selling
Chapter 6

Salesmanship Fundamentals
Chapter 9

Retail Selling
Chapter 17

Learning Experiences in
Retailing - Chapters 9, 10

Know Your Merchandise

Selling Principles and
Practices - Chapter 9

Product / Service Technology

Cluster Instructional Objective:

IN A BUSINESS SITUATION, THE STUDENT WILL BUILD AND MAINTAIN A USABLE BANK OF PRODUCT KNOWLEDGE.

What Does the Competent Marketing Employee Do?

583
Attitude that adequate merchandise knowledge usually creates in the salesperson enthusiasm for his/her goods and adds to his/her self-confidence.

OTHER CLUSTER COMPETENCIES:

582
588
586

Suggested Learning Activities

In a class discussion, have students list ways and give examples in which product knowledge can create enthusiasm for goods and aid salespeople in developing self-confidence.

Work with four students to set up two sales role-playing situations, one in which the salesperson shows his/her enthusiasm through knowledge of the product, and the other in which the salesperson is obviously unsure of him/herself because he/she doesn't know enough about the product. These students should present their skits to the rest of the class to show the difference product knowledge makes in a sales presentation.

Have students visit several local businesses to observe different salespeople in action noting which radiate enthusiasm and confidence through product knowledge, which seem to be unsure of themselves, and the effect their attitude has on the customers. Students should share their findings in a class discussion.

References

IDECC LAP 583

General Merchandise
Retailing - Chapter 6

Fundamentals of Selling
Chapter 6

Salesmanship Fundamentals
Chapter 9

Retail Selling
Chapter 17

Learning Experiences in
Retailing - Chapters 9, 10

Know Your Merchandise

Product/Service Technology

Cluster Instructional Objective:

IN A BUSINESS SITUATION, THE STUDENT WILL BUILD AND MAINTAIN A USABLE BANK OF PRODUCT KNOWLEDGE.

What Does the Competent Marketing Employee Do?

588
A belief that adequate merchandise information will build customer confidence in the merchandise as well as in the business.

OTHER CLUSTER COMPETENCIES:

582
583
586

Suggested Learning Activities

In a class discussion, have students cite examples where they did not receive adequate information when buying a product, resulting in a loss of confidence in the merchandise and the business.

Have each student interview five neighbors or relatives about shopping situations where the salesperson did or did not present adequate merchandise information, which resulted in a gain or loss of confidence in the merchandise and the store. Students should share examples given with the class.

Provide case studies in which salespeople either promote or cause a loss of confidence through adequate or inadequate merchandise information for students to read and discuss.

References

IDECC LAP 588

General Merchandise
Retailing - Chapter 6

Fundamentals of Selling
Chapter 6

Salesmanship Fundamentals
Chapter 9

Retail Selling
Chapter 17

Learning Experiences in
Retailing - Chapters 9, 10

Know Your Merchandise

Product / Service Technology

Cluster Instructional Objective: IN A BUSINESS SITUATION, THE STUDENT WILL BUILD AND MAINTAIN A USABLE BANK OF PRODUCT KNOWLEDGE.

What Does the Competent Marketing Employee Do?

586
Attitude that keeping informed of merchandise and product information makes the sales supporting job more interesting.

OTHER CLUSTER COMPETENCIES:

582
583
588

Suggested Learning Activities

In a class discussion, have students tell how they feel when trying to sell a product they know little about at their training stations, and the difference when trying to sell a product about which they are well-informed.

Have each student interview three salespeople on whether merchandise information is necessary in order to make a sales supporting job more interesting and why. Students should report their findings to the class.

Invite an experienced salesperson to speak to the class on how merchandise information makes a sales supporting job more interesting.

References

IDECC LAP 586

General Merchandise
Retailing - Chapter 6

Fundamentals of Selling
Chapter 6

Salesmanship Fundamentals
Chapter 9

Retail Selling
Chapter 17

Learning Experiences in
Retailing - Chapters 9, 10

Know Your Merchandise

Product/Service Technology

Cluster Instructional Objective:

IN AN ACTUAL OR SIMULATED BUSINESS SITUATION, THE STUDENT WILL SKILLFULLY HANDLE AND PACK MERCHANDISE.

What Does the Competent Marketing Employee Do?

504
Knowledge of the ways to handle merchandise when placing it in stock or on display as well as how to keep it clean.

OTHER CLUSTER COMPETENCIES:

552

Suggested Learning Activities

Invite a resource person from a local business to speak on "Proper care and handling of merchandise." Students should take notes for a later class discussion.

In a buzz session, have students tell what stockkeeping duties they perform and how they handle merchandise at their training stations, citing any rules or procedures set forth by the store.

Have students write a brief essay on how business profit is affected when merchandise becomes soiled or damaged through improper care or handling.

References

IDECC LAP 504

Retail Merchandising
Chapter 9

Learning Experiences in
Retailing - Chapter 13

Product / Service Technology

Cluster Instructional Objective: IN AN ACTUAL OR SIMULATED BUSINESS SITUATION, THE STUDENT WILL SKILLFULLY HANDLE AND PACK MERCHANDISE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
552 Skill in carefully wrapping and packing the customer's purchase according to size, shape, and weight of the item purchased.	In a class discussion, have students cite examples where merchandise was received damaged or broken due to improper packing. Then discuss how this would affect the business' reputation and profits.	IDECC LAP 552 Retail Merchandising Chapter 12, B Retailing Principles and Practices - Part 11
	Providing necessary supplies and items of merchandise, have students practice packing and gift-wrapping different types of items, including bulky items, fragile items, and oddly-shaped items.	
	Do the same activity as above, except have students wrap packages for mailing, including different types of items to be packed together.	
OTHER CLUSTER COMPETENCIES: 504		

Product/Service Technology

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DEMONSTRATE AN ABILITY TO ANALYZE CAUSES FOR RETURNED MERCHANDISE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
547 Skill in analyzing merchandise returned as unsatisfactory by customers to determine reasons for poor performance.	After they have read the references, divide students into small groups. Members are to assume they are a store's management staff and must set policies for their salespeople regarding merchandise returns. Each group leader should present the group's written policies for evaluation and discussion. Provide case problems for students to read and write alternative solutions for. Papers should be turned in for evaluation then discussed in a later class session. Invite a local store manager to speak to the class on his/her store's policies regarding merchandise returns and the problems associated with returns. Have each student interview a local store manager on his/her store's policies regarding merchandise returns and the problems associated with returns. Students should share their findings with the class.	IDECC LAP 547 Retail Merchandising Chapter 12, D Fundamentals of Selling Chapters 7, D; 12, E Retail Selling Page 385 Retailing Principles and Practices - Part 12 Customer Services Chapter 6

Selling

Cluster Instructional Objective:

PLACED IN A SITUATION WHERE THE VALUE OF SELLING IS BEING QUESTIONED, THE STUDENT WILL DEFEND THE IMPORTANCE OF SELLING AS AN OCCUPATION.

What Does the Competent Marketing Employee Do?

921
A belief that the job of selling contributes to the well-being of customers.

930
Attitude that the act of selling is helping the customer obtain maximum personal satisfaction for money spent.

OTHER CLUSTER COMPETENCIES:

923
938

Suggested Learning Activities

Have each student list five ways the selling process contributes to the well-being of customers. Then, students should select one and write a dialogue for a sales presentation that points out this benefit.

Have students write a brief essay on how the selling process contributes to the well-being of customers. Afterwards, have a class discussion in which students share their ideas.

Have students ask at least ten customers who have just completed a purchase at a local business this question: "What personal satisfaction do you hope to realize from this sales transaction?" Students should record responses and share them in a class discussion.

Select students to serve on two debating teams--one team to advocate the contributions of selling to customers' well-being and the other to hold that the sales process is a waste of time in most stores because they are self-service. Other students can ask questions or throw in comments for the teams to debate.

References

IDECC LAP 921
IDECC LAP 930

Salesmanship Fundamentals
Chapter 1

Retail Selling
Chapter 1

Basic Selling
Chapter 1

Selling Principles and
Practices - Chapter 1

Selling

Cluster Instructional Objective:

PLACED IN A SITUATION WHERE THE VALUE OF SELLING IS BEING QUESTIONED, THE STUDENT WILL DEFEND THE IMPORTANCE OF SELLING AS AN OCCUPATION.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
923 A conviction that selling is important to the business and to the economy.	Have students write a brief essay answering this question: "Why is selling important to our economy?" (Responses should include the concepts of importance of selling in terms of money to the economy, effect on employment, and effect on the standard of living. Discuss these points if needed.)	IDECC LAP 923 Salesmanship Fundamentals Chapter 1 Retail Selling Chapter 1
	Invite the local Chamber of Commerce President, or other representative, to speak to the class on the impact of selling on your community's economy, including how many people are employed by retailers, other types of jobs supported by the efforts of retailers, how salesmanship plays a part in all occupations, local statistics, etc.	Basic Selling Chapter 1 Marketing and Distribution Parts 18, 34 Selling Principles and Practices - Chapter 1
OTHER CLUSTER COMPETENCIES: 921 930 938	Divide students into groups and have each group make a report on the history of selling in the United States over the past 100 years and how selling related to the development of our economy. Each group should share its report with the class.	

Selling

Cluster Instructional Objective:

PLACED IN A SITUATION WHERE THE VALUE OF SELLING IS BEING QUESTIONED, THE STUDENT WILL DEFEND THE IMPORTANCE OF SELLING AS AN OCCUPATION.

What Does the Competent Marketing Employee Do?

938
A feeling of pride in being a salesperson.

OTHER CLUSTER COMPETENCIES:

921
930
923

Suggested Learning Activities

Provide handouts of the poem "The Salesperson" by Webster Kaswa and the story "The Greatest Profession in the World" by Charles Burv (can be found in IDECC LAP 938). Have students voice their reactions to these handouts in a class discussion.

Lead a class discussion in which you try to get the student to understand the importance of selling as a profession, that good salespeople are honest and reliable, and discuss other traits salespeople should possess in order to feel pride in their work.

Have students write a brief essay on the topic "Why I take pride in being a salesperson."

Have each student ask three salespeople the question "Why I take pride in being a salesperson." Students should record responses to share with the class.

References

IDECC LAP 938

Salesmanship Fundamentals
Chapter 1

Retail Selling
Chapter 1

Fundamentals of Selling
Chapter 1

Basic Selling
Chapter 1

Selling Principles and
Practices - Chapter 1

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DISCUSS STORE POLICIES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
826 Knowledge of department and merchandise locations within the business. OTHER CLUSTER COMPETENCIES: 817 879 831 833	Discuss with students the importance for all employees to know all the department and merchandise locations within their business, regardless of their specific department or job. Ask students to draw the layout of their training station (or a local business), indicating location of departments, facilities, etc. If they cannot remember these locations, they should work at learning them over the next week. Then, retest students to see if they learned all the departments and merchandise locations within their business. Have students visit local businesses to ask at least ten different salespeople from a store department to direct them to a store facility or merchandise in another department. Students should record salespeople's responses to see how well the salespeople know their store layouts and share their findings with the class.	IDECC LAP 826 Retail Merchandising Chapter 3, D Basic Selling Chapter 4 Fundamentals of Selling Chapters 3, 6 Business Principles and Management - Chapter 27

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DISCUSS STORE POLICIES.

What Does the Competent Marketing Employee Do?

817
Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund, or charge credit.

879
Ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund, or charge credit.

OTHER CLUSTER COMPETENCIES:

826
831
833

Suggested Learning Activities

Have each student interview a local store manager to determine the procedures used by his/her store when merchandise is returned for exchange, cash refund, or charge credit, obtaining samples of any forms used by the store for such returns. Students should share their findings in a class discussion.

Invite a local business manager to speak to the class about the procedures used when merchandise is returned for exchange, cash refund, or charge credit.

Give a presentation on procedures used when merchandise is returned for exchange, cash refund, or charge credit. Show examples of forms which might be used on transparencies, explaining how to complete each. Give students blank forms and a sheet of sample return situations and have them complete the paperwork required to complete the return transaction. Evaluate papers and continue problem practice as necessary.

Have students take turns role-playing customers and salespeople handling return transactions, either for exchange, cash refund, or charge credit. "Salespeople" should complete the required paperwork for each transaction.

References

IDECC LAP 817
IDECC LAP 879

Fundamentals of Selling
Chapter 7, D

Retail Merchandising
Chapter 5, B

Retail Selling
Chapter 30

Retailing Principles and Practices - Part 12

Customer Services
Chapter 8

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DISCUSS STORE POLICIES.

What Does the Competent Marketing Employee Do?

831
Knowledge of how to handle C.O.D. sales, lay-away sales and installment credit sales.

OTHER CLUSTER COMPETENCIES:

826
817
833

Suggested Learning Activities

Have each student interview a local manager to determine the procedures involved in the handling of a C.O.D. sale, a lay-away sale, and an installment credit sale at his/her business. Students should obtain samples of forms used by the business for these transactions, if possible, and share their findings with the class.

Invite a local business manager to speak to the class about the procedures involved in the handling of C.O.D. sales, lay-away sales, and installment credit sales.

Give a presentation on the procedures involved in the handling of C.O.D. sales, lay-away sales, and installment credit sales. Show examples of forms which might be used on transparencies, explaining how to complete each. Give students blank forms and a sheet of sample C.O.D., lay-away, and installment credit sales transactions and have them complete the paperwork required for each transaction. Evaluate papers and continue problem practice as necessary.

Have students take turns role-playing customers and salespeople handling C.O.D. sales, lay-away sales and installment credit sales transactions. "Salespeople" should complete the required paperwork for each transaction.

References

IDECC LAP 831

Retail Merchandising
Chapter 5, C

Retail Selling
Chapters 11, 30

Retailing Principles and
Practices - Part 10

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DISCUSS STORE POLICIES.

What Does the Competent Marketing Employee Do?

833
Knowledge of the business' delivery schedule.

OTHER CLUSTER COMPETENCIES:

826
817
879
831

Suggested Learning Activities

Give a presentation in which you describe the five most common types of delivery services used by retail businesses--parcel post, express, cooperative, consolidated, and individually owned. Explain how each system works and the advantages and disadvantages of each. Ask students to cite examples of delivery systems used by their training stations or local businesses.

Have each student interview his/her training station manager or a local business manager, asking these questions:
1) What services are offered in your delivery system to your customers?
2) Are there any special services offered to the customers in your delivery system?
3) What should your salespeople know about the delivery system to more efficiently deal with your customers?

Students should record responses to share in a class discussion.

Have students write a brief essay on "Why a business should offer delivery services." Students should share their ideas in a class discussion.

References

IDECC LAP 833

Fundamentals of Selling
Chapter 7, D

Retail Merchandising
Chapter 5, B

Customer Services
Chapter 5

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO EXPLAIN THE BEHAVIOR OF CUSTOMERS.

What Does the Competent Marketing Employee Do?

935
Attitude that today's customer keeps up-to-date on recent developments, is often presold when he/she arrives in the store, is alert to new ideas, wants facts about the merchandise and expects wide assortments.

OTHER CLUSTER COMPETENCIES:

936

Suggested Learning Activities

Develop a customer survey instrument which includes such things as customer sex and age, item or service purchased, degree of knowledge about the product or service, major source of information about the product or service, what the customer expected to learn from the salesperson, and whether there was a wide assortment to choose from. Using this form, have students interview at least five customers who have just purchased a product or service. They should record responses and share them in a class discussion.

Discuss with students the characteristics of today's customer and what he/she expects from the store and its salespeople when making a purchase.

References

IDECC LAP 935

Fundamentals of Selling
Chapters 4, B, C, D

Salesmanship Fundamentals
Chapter 10

Retail Selling
Chapter 19

Retailing Principles and
Practices - Part 23

Basic Selling - Chapter 3

Selling Principles and
Practices - Chapter 8

Selling

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE BEHAVIOR OF CUSTOMERS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
936 Attitude that today's customer chooses the store where shopping conditions are most pleasant.	Have students brainstorm a list of store characteristics that contribute to pleasant shopping conditions, writing each on a blackboard or transparency. In a second column, list those characteristics that could result in unpleasant shopping conditions.	IDECC LAP 936 Fundamentals of Selling Chapter 4 B, C, D Retail Merchandising Chapter 3, E
	Utilizing the characteristics named above, develop a checklist for students to use when visiting at least five businesses to rate their shopping conditions. Students should discuss their findings in class.	Retailing Principles and Practices -Part 23 Creative Selling Chapter 3
	Have selected students secure permission to interview at least five customers at a local store to determine why they chose to shop at that particular store over other stores. Students should record responses to share in a class discussion.	Retail Selling Chapters 19, 30 Selling Principles and Practices - Chapter 8
OTHER CLUSTER COMPETENCIES: 935		

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL PERCEIVE AND HANDLE DIFFERENT CUSTOMERS' FEELINGS DURING A SALE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
810 Knowledge of how to handle individual differences in customers.	Discuss with students what they should notice when studying customers, such as general appearance, age, facial expression, manners, actions, and conversation. Also, discuss the factors that make customers different from one another, such as career interest, background, health, education, hobbies, temperament, financial status, etc.	IDECC LAP 810
	Invite an experienced salesperson to speak to the class about factors for salespeople to consider when analyzing customers and the importance of recognizing each customer as an individual.	Retail Selling Chapter 18
	Provide case studies in which different customer types buy identical products for students to read and discuss how the different customer types were handled.	Retail Merchandising Chapter 11
OTHER CLUSTER COMPETENCIES: 872 934		Selling Principles and Practices - Chapter 8

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL PERCEIVE AND HANDLE DIFFERENT CUSTOMERS' FEELINGS DURING A SALE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
872 Skill in listening for indications regarding the prices a customer wants to pay during a sale.	Have students brainstorm a list of ways that customers give price indications to salespeople. Write each way on a blackboard or transparency as it comes up in the discussion. Invite an experienced salesperson to speak to the class about ways that customers give price indications to salespeople and how to handle each situation. Have students take turns participating in role-playing situations where students play a salesperson and customers reacting to price information. Other students should evaluate each salesperson's ability to handle the situation.	IDECC LAP 872 Retail Selling Chapter 21 Retailing Principles and Practices - Parts 61, 62 Basic Selling Chapter 7
OTHER CLUSTER COMPETENCIES: 810 934		

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL PERCEIVE AND HANDLE DIFFERENT CUSTOMERS' FEELINGS DURING A SALE.

What Does the Competent Marketing Employee Do?

934
Attitude that the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple that of another.

OTHER CLUSTER COMPETENCIES:

810
872

Suggested Learning Activities

Discuss with students why some customers may take double or triple the time to sell as other customers. Make two columns on a blackboard or transparency. On one side, list types of customers that take a minimum time to sell. On the other side, list types of customers that you must take the most time with when selling merchandise.

Invite an experienced salesperson to speak to the class about different customer types and the length of time it takes to "sell" each type. The speaker should demonstrate techniques to handle each situation.

References

IDECC LAP 934

Fundamentals of Selling
Chapter 4

Retail Selling
Chapter 4

Retailing Principles and Practices - Parts 61, 62

Retail Merchandising
Chapter 11

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL SHOW A GENUINE INTEREST IN EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

920
A feeling of sincere interest in customers and their problems.

867
Skill in showing a genuine interest in the customer's problem.

OTHER CLUSTER COMPETENCIES:

884

Suggested Learning Activities

Have students brainstorm a list of ways that salespeople can demonstrate their interest in customers, writing each way on a blackboard or transparency as it comes up in the discussion.

Divide students into pairs and have each pair develop and present a role playing situation demonstrating the value of salespeople having a sincere interest in customers and their problems. Students should discuss each demonstration--whether the salespeople effectively handled each situation or how they could improve.

Provide case problems regarding salesperson/customer relations. Students should prepare written responses, describing at least one way to show interest in each customer's problem. Evaluate responses and go over problems in a class discussion.

References

IDECC LAP 920
IDECC LAP 867

Retail Selling
Chapter 21

The Retail Salesperson
Chapter 1

Retail Merchandising
Chapter 11

Basic Selling
Chapter 5

Fundamentals of Selling
Chapter 9, A

Salesmanship Fundamentals
Chapter 14

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL SHOW A GENUINE INTEREST IN EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

884
Ability to question, observe and listen in order to complete a successful sale.

OTHER CLUSTER COMPETENCIES:

920
867

Suggested Learning Activities

Discuss with students these observation techniques:

1) Watch for what the customer is looking at
2) Observe what merchandise the customer handles
3) Study the customer to gather information that might help bring the sale to a close
4) Do not appear to be snooping
5) Know when the customer appears to be looking for more specific activities.

Have students take turns role-playing customers and salespeople demonstrating good observation techniques during a sale.

Discuss with students these listening techniques:

1) Stop talking
2) Put the talker at ease
3) Show the talker that you want to listen
4) Remove distractions
5) Empathize with the talker
6) Be patient
7) Hold you temper
8) Go easy on argument and criticism
9) Ask questions.

(Continued on following page.)

References

IDECC LAP 884

Retail Selling
Chapter 21

Retailing Principles and Practices - Part 25

Communications in Marketing
Chapters 1, 2

Salesmanship Fundamentals
Chapters 6, 15

Retail Merchandising
Chapter 11

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL SHOW A GENUINE INTEREST IN EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

884 - Continued

Suggested Learning Activities

Discuss with students these questioning techniques to use during a sales presentation:

1) Make your questions short.
2) Make your questions easy to answer.
3) Make your questions impersonal.
4) Ask questions freely.
5) Make use of evasive answers.
6) Use questions which will get a positive response from the customer.

Have students take turns role-playing customers and salespeople demonstrating good questioning techniques during a sale.

Have students observe at least five selling situations in three different stores. Students should evaluate each salesperson's effectiveness in listening, observing, and questioning customers to aid them in successfully completing their sales by asking themselves these questions:

1) Were any of the observation, listening, or questioning techniques you have studied PRESENT in this salesperson's presentation? Which ones?
2) Did the salesperson make effective use of what s/he observed or heard during this selling situation?
3) Did YOU see or hear anything the salesperson missed or ignored that you feel may have helped him/her successfully complete the sale? What?

References

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE STORE'S SUCCESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
828 Knowledge that customer loyalty can be built with timely merchandise and friendly service. OTHER CLUSTER COMPETENCIES: 933 957 880 899	Ask students to write the following terms in three columns on a sheet of paper: customer loyalty, timely merchandise, and friendly service. Below each term, have students identify business characteristics and/or personnel traits that are needed to accomplish each. Have students write a brief essay on "How customer loyalty can be built by timely merchandise and friendly service." Evaluate responses and share in a class discussion. Invite a local business manager to speak to the class on the ways that customer loyalty can be built and common problems in retaining customer loyalty. Have students select two businesses in the community (with which they are familiar) that they think offer timely merchandise and friendly service. Students should write a description of the services each business provides and other good qualities they feel the business and/or its personnel possess.	IDECC LAP 828 The Retail Salesperson Chapter 1 Basic Selling Chapter 9 Retail Merchandising Chapter 5 Retail Selling Chapter 30 Human Relations in Business - Chapter 5

Selling

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE STORE'S SUCCESS.

What Does the Competent Marketing Employee Do?

933
A realization of the importance of the salesperson's position in regard to his public relations function.

OTHER CLUSTER COMPETENCIES:

828
957
880
899

Suggested Learning Activities

Have students write a paper in which they
1) Define public relations and retail public relations.
2) Describe the salesperson's role in retail public relations.
3) Give examples of public relations activities at their training stations or other local businesses.

Invite a large store manager to speak to the class about public relations in retailing, including any public relations training given to his/her store's employees.

Have students complete a handout containing these questions:
1) List two businesses where you enjoy shopping because of their salespeople or other employees.
2) What do these employees do to make your shopping enjoyable?
3) Do the stores perform any public relations activities that influence your decision to shop there? What activities?

Students should then use the same form to question five customers, prepare a report, and share their findings with the class.

References

IDECC LAP 933

Retailing Principles and Practices - Part 70

Basic Retailing
Chapter 9

Retail Selling
Chapter 8

Fundamentals of Selling
Chapter 2

Human Relations in Business

Human Relations in Marketing

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE STORE'S SUCCESS.

What Does the Competent Marketing Employee Do?

957
Attitude that one should give the best customer service with the customer always first in mind.

OTHER CLUSTER COMPETENCIES:

828
933
880
899

Suggested Learning Activities

Discuss with students the importance of always keeping the customer first in mind in all types of business situations. Discuss examples of situations and alternative solutions.

Have each student ask at least three store managers these questions:
1) What customer services do you offer your customers?
2) Why do you offer free customer services?
3) Do you feel that these services contribute to overall sales and customer satisfaction?

Students should record responses and share their finding in a class discussion.

Given business situations regarding customer service and three alternative solutions, students should check the solution they consider most appropriate, then justify their decision, in writing, below each situation.

References

IDECC LAP 957

Customer Services

Retail Selling
Chapter 8, D

Retail Merchandising
Chapter 5

Fundamentals of Selling
Chapter 7

Retailing Principles and
Practices - Parts 31, 59

Selling

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE STORE'S SUCCESS.

What Does the Competent Marketing Employee Do?

880
Ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.

OTHER CLUSTER COMPETENCIES:

828
933
957
899

Suggested Learning Activities

Discuss with students how a salesperson can use courtesy in selling:
  1) when approaching the customer,
  2) during the product presentation, and
  3) in attempting to build goodwill for the store.
Discuss how a salesperson must remain courteous to a customer who doesn't buy in order to encourage the customer to return to the store.

Invite an experienced salesperson to speak to the class on "Handling a customer who doesn't buy." The speaker should explain the different reasons why a customer may not buy and how the salesperson should handle these situations in order to encourage the customer to return to the store.

Give the students a sheet of selling situations involving the different reasons why a customer doesn't buy at a particular time. Students should prepare written resonses describing how the salesperson can use courtesy to encourage the customers to return to the store at a later date to buy.

Have students role-play the above selling situations.

References

IDECC LAP 880

Retail Selling
Chapters 8, 18

Retail Merchandising
Chapter 11, E

Fundamentals of Selling
Chapter 9, E

Salesmanship Fundamentals
Pages 280, 303-304

Retailing Principles and Practices - Page 80

Selling

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE STORE'S SUCCESS.

What Does the Competent Marketing Employee Do?

899
Ability to serve customers in the manner or style that management desires.

OTHER CLUSTER COMPETENCIES:

828
933
957
880

Suggested Learning Activities

Discuss with students these factors that should be considered by salespeople when determining how to serve each customer in a manner consistent with store policies: customer age, sex, appearance, wants, store policies, store image, customer differences, product differences, the selling situation, overlapping buying motives, and conflicting buying motives.

Invite a guest speaker to talk to the class about methods salespeople should use in serving customers in different types of businesses.

Give students a sheet of case problems describing store types and selling situations. Students should prepare written responses describing an appropriate method for serving the customer in each situation. Evaluate papers and talk about the situations in a class discussion.

References

IDECC LAP 899

Retail Selling
Chapter 18

Retail Merchandising
Chapter 5

Fundamentals of Selling
Chapter 7

Retailing Principles and
Practices - Part 31

Selling

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT A PRODUCT, THE STUDENT WILL TRANSLATE PRODUCT INFORMATION INTO BENEFITS FOR THE CUSTOMER.

What Does the Competent Marketing Employee Do?

931
Attitude that basic product information is necessary to demonstrate good selling practices.

OTHER CLUSTER COMPETENCIES:

827
822
873
949

Suggested Learning Activities

Discuss with students why basic product knowledge is necessary to demonstrate good selling practices. Have students cite examples where a salesperson did not know enough about a product that they wished to buy and discuss how this affects store image and store profits.

Invite a local business manager or experienced salesperson to speak to the class on why basic product knowledge is necessary to demonstrate good selling practices.

Plan role-playing presentations with two pairs of students. The salesperson of the first pair will try to sell a product to the customer, providing little or no product information. The second salesperson will sell the product by presenting adequate product information. Discuss and contrast the two presentations.

Have students choose a product and gather all the information about that product that they can. Each student will then "sell" his/her product to the class, which will evaluate each presentation.

References

IDECC LAP 931

Basic Selling
Chapter 4

Salesmanship Fundamentals
Chapter 9

Retail Selling
Chapter 17

Fundamentals of Selling
Chapter 6

Retail Merchandising
Chapter 11 B, D

Selling Principles and
Practices - Chapter 9

Selling

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT A PRODUCT, THE STUDENT WILL TRANSLATE PRODUCT INFORMATION INTO BENEFITS FOR THE CUSTOMER.

What Does the Competent Marketing Employee Do?

827
Knowledge of the selling features of products and/or services.

OTHER CLUSTER COMPETENCIES:

931
822
873
949

Suggested Learning Activities

Lead a class discussion or invite a guest speaker to talk to the class about the importance of knowledge of the selling features of products and services that the business handles.

Have each student select a product and prepare a paper listing all selling features of that product, using these characteristics as a guide: size, weight, shape, design, pattern, color, material and composition, construction, finish, feel, packaging, exclusiveness, price. Students should explain why each feature is important to the salesperson.

At their next retail purchase, have students observe what selling features the salesperson gives them about the merchandise. Students should write up the sale as it took place, list the selling features brought out in the salesperson's presentation, and determine whether or not the salesperson was adequately informed about the merchandise.

References

IDECC LAP 827

Salesmanship Fundamentals
Chapter 9

Basic Selling
Chapter 4

The Retail Salesperson
Chapter 4

Fundamentals of Selling
Chapter 6

Retail Selling
Chapter 17

Know Your Merchandise

Selling

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT A PRODUCT, THE STUDENT WILL TRANSLATE PRODUCT INFORMATION INTO BENEFITS FOR THE CUSTOMER.

What Does the Competent Marketing Employee Do?

822
Knowledge of how to translate product knowledge into customer benefits.

873
Skill in relating merchandise benefits to a customer's needs when talking about it.

949
An awareness that people usually do not buy merchandise itself; rather, they buy merchandise benefits.

OTHER CLUSTER COMPETENCIES:

931
827

Suggested Learning Activities

Invite an experienced salesperson to speak to the class on How to Sell, with emphasis on how to translate product knowledge into customer benefits during the sale.

Explain to students that the following points should be followed in order to develop customer benefits about a product or service:

1) List the physical parts of the product.
2) List the selling features of each part.
3) Translate each selling feature into a benefit to the customer.

Have students choose a product and, following the above points, develop a written paragraph of consecutive benefit statements for each part of the product.

Given several case problems of selling situations, students should prepare written responses listing each customer's wants and desires, and relating these to customer benefits.

Have students prepare sales presentations in which they demonstrate the ability to relate customer benefits to the customer's needs and wants. The class should discuss and evaluate each presentation.

References

IDECC LAP 822
IDECC LAP 873
IDECC LAP 949

Fundamentals of Selling
Chapter 6, E

Salesmanship Fundamentals
Chapter 9

The Retail Salesperson
Chapter 4

Retail Selling
Chapters 17, 22

Know Your Merchandise

Selling Principles and
Practices - Chapter 9

Selling

Cluster Instructional Objective:

WHEN GIVING A SALES PRESENTATION, THE STUDENT WILL CONVEY AN INTEREST IN THE MERCHANDISE OR SERVICE BEING SOLD.

What Does the Competent Marketing Employee Do?

922
Attitude of a strong interest in the merchandise or service being sold.

925
A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.

OTHER CLUSTER COMPETENCIES:

924
948

Suggested Learning Activities

Discuss with students the importance of salespeople having a strong interest in the merchandise or service they sell.

Have students list twenty items sold in their departments at their training stations or that would be sold at a business of their career interest, then write a short paragraph explaining how a salesperson could show an interest in each product.

Provide case studies in which salespeople show enthusiasm or disinterest in the merchandise they sell and the effect on customers, store image, and store profits. Students should read and discuss each.

Let students give a brief sales demonstration for a product of their choice. The class should evaluate each presentation for interest and enthusiasm for the product shown during the presentation.

References

IDECC LAP 922
IDECC LAP 925

Basic Selling
Chapter 5

Retail Merchandising
Chapter 11

Retail Selling
Chapters 17, 22

Fundamentals of Selling
Chapters 6, 9

Retailing Principles and
Practices - Part 8

Salesmanship Fundamentals
Chapter 5

Selling

Cluster Instructional Objective:

WHEN GIVING A SALES PRESENTATION, THE STUDENT WILL CONVEY AN INTEREST IN THE MERCHANDISE OR SERVICE BEING SOLD.

What Does the Competent Marketing Employee Do?

924
A feeling that value is added to merchandise that is handled with care and respect.

948
Attitude that merchandise must be carefully handled to reduce markdowns.

OTHER CLUSTER COMPETENCIES:

922
925

Suggested Learning Activities

Discuss with students the importance of proper merchandise handling techniques and ways to preserve the newness of merchandise in the store. Discuss the results that occur when merchandise is damaged while on display.

Invite a local business manager to speak to the class on the importance of handling merchandise properly to avoid markdowns.

Given the following questions on a handout, students should answer each in writing:

1) How many products do you handle each day at your training station that require careful handling? List of few of these.
2) If this merchandise is damaged while on display, what becomes of it? Is it marked down?
3) What steps can you take to preserve the newness of merchandise?

References

IDECC LAP 924
IDECC LAP 948

Retail Merchandising
Chapter 11

Retail Selling
Chapter 22

Fundamentals of Selling
Chapter 9

Salesmanship Fundamentals
Chapter 13

Retailing Principles and
Practices - Part 8

Selling

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO HELP A CUSTOMER MAKE A BUYING DECISION.

What Does the Competent Marketing Employee Do?

811
Knowledge of the ways to help a customer make a buying decision.

891
Skill in helping a customer make a buying decision.

Suggested Learning Activities

Discuss with students what makes customers decide to buy in terms of rational or emotional buying motives. List two products on the blackboard and have students suggest reasons why different people would want to buy each product.

Invite an experienced salesperson to speak to the class about the five buying decisions a customer must make before making a purchase:
1) WHY should I buy?
2) WHAT type, brand, or style should I buy?
3) WHERE should I buy?
4) HOW MUCH should I pay?
5) WHEN should I buy?

Then, the speaker should discuss methods of stimulating buying decision during a sales presentation.

Given case problem situations, students should explain in writing at least two ways to stimulate the sale in each situation. Discuss responses.

Have students take turns role-playing an indecisive customer and a salesperson. The salesperson should try to help the customer make a buying decision. Other students should discuss and evaluate each presentation.

References

IDECC LAP 811
IDECC LAP 891

Fundamentals of Selling
Chapter 9, E

Salesmanship Fundamentals
Chapter 10

Retail Selling
Chapters 21, 22

Retailing Principles and
Practices - Part 61

The Retail Salesperson
Chapter 5

Retail Merchandising
Chapter 11

Selling

Cluster Instructional Objective:

PLACED IN ROLE-PLAYING SITUATIONS, THE STUDENT WILL RECOGNIZE WHEN TO OPEN A SALE AND SELECT A SUITABLE APPROACH FOR EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

942
Attitude that customers should be approached promptly and not be kept waiting.

OTHER CLUSTER COMPETENCIES:

812
869

Suggested Learning Activities

Discuss with students why customers should be approached promptly and not be kept waiting. Have students relate experiences they have had in businesses where they were angered by being kept waiting and left the business without making a purchase.

Provide case situations showing the importance of prompt, courteous approaches. Students should answer these questions about each situation:

1) Did the salesperson approach the customer at the right time? Why or why not?
2) Did the salesperson approach the customer in a courteous manner? Why or why not?
3) How could the situation have been better handled?

Divide students into pairs and let each pair plan and present a role-playing situtation regarding a prompt, courteous approach (or lack of). Discuss each situation after its presentation.

References

IDECC LAP 942

Fundamentals of Selling
Chapter 9, A

Retail Merchandising
Chapter 11, C

Salesmanship Fundamentals
Chapter 13

Retail Selling
Chapter 20

Retailing Principles and
Practices - Part 7

The Retail Salesperson
Chapter 2

Basic Selling
Chapter 5

General Merchandise Retailing
Chapter 13

Selling

Cluster Instructional Objective:

PLACED IN ROLE-PLAYING SITUATIONS, THE STUDENT WILL RECOGNIZE WHEN TO OPEN A SALE AND SELECT A SUITABLE APPROACH FOR EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

812
Knowledge of the customer approaches such as greeting, merchandise and service which may be used when opening a sale.

869
Skill in opening a sales conversation with a suitable statement or remark.

OTHER CLUSTER COMPETENCIES:

942

Suggested Learning Activities

Discuss with students the four basic customer approaches which may be used to open a sale:

1) Greeting approach
2) Service approach
3) Merchandise approach
4) Combination approach.

Have each student observe ten salespeople. Students should record the types of approaches they hear the salespeople use and how the salespeople demonstrate each approach. Students should then share their findings with the class.

Have students choose ten products sold at their training stations and write a suitable opening statement for each product.

Have students take turns acting as customers and salespeople in role-playing situations. The salesperson should open the sales conversation with a suitable statement or remark. Other students should discuss and evaluate each approach.

References

IDECC LAP 812
IDECC LAP 869

Fundamentals of Selling
Chapter 9, B

Retail Merchandising
Chapter 11, C

Retail Selling
Chapter 20

Retailing Principles and
Practices - Part 7

The Retail Salesperson
Chapter 2

Basic Selling
Chapter 5

General Merchandise Retailing
Chapter 13

Selling Principles and
Practices - Chapter 12

Selling

Cluster Instructional Objective:

WHEN GIVING A SALES PRESENTATION, THE STUDENT WILL EFFECTIVELY DEMONSTRATE THE MERCHANDISE TO THE CUSTOMER.

What Does the Competent Marketing Employee Do?

806
Knowledge of the ways to demonstrate merchandise to create interest and desire in customers.

807
Knowledge of how to get merchandise into the customer's hands to create desire and attachment to the item.

OTHER CLUSTER COMPETENCIES:

893

Suggested Learning Activities

Invite an experienced salesperson to speak to the class on ways to demonstrate merchandise to create interest and desire in customers and demonstrate each technique. Students should take notes for later discussion and reference.

Discuss with students the importance of getting merchandise into the customer's hands to create desire and attachment to the merchandise, and techniques to do so.

Given descriptions of sales situations, students should prepare written responses describing how to effectively demonstrate the merchandise to create interest and desire in the customer of each situation. After evaluating students' responses, discuss each situation in class.

Have each student prepare a sales presentation in which he/she demonstrates a product--getting it into the customer's hands and creating interest and desire for the item. Other students should discuss and evaluate each demonstration.

References

IDECC LAP 806
IDECC LAP 807

Fundamentals of Selling
Chapter 9, D

Retail Merchandising
Chapter 11, D

Salesmanship Fundamentals
Chapter 14

Retail Selling
Chapter 22

Retailing Principles and
Practices - Part 8

The Retail Salesperson
Chapter 5

Basic Selling
Chapter 6

Selling Principles and
Practices - Chapter 13

Selling

Cluster Instructional Objective:

WHEN GIVING A SALES PRESENTATION, THE STUDENT WILL EFFECTIVELY DEMONSTRATE THE MERCHANDISE TO THE CUSTOMER.

What Does the Competent Marketing Employee Do?

893
Skill in demonstrating merchandise in the ways it may be used by the customer.

OTHER CLUSTER COMPETENCIES:

806
807

Suggested Learning Activities

Have each student list ten products sold at his/her training station. Below each product, students should list the ways in which the product can be used by customers and how these uses could be demonstrated to customers in a sales presentation.

Have each student bring to class a product sold at his/her training station. Students should give a sales presentation in which they demonstrate the ways in which the product can be used. Other students should discuss and evaluate each demonstration.

Invite an experienced salesperson to speak to the class on how to demonstrate products in the ways they may be used by customers. The speaker should demonstrate several different products to the class.

References

IDECC LAP 893

Fundamentals of Selling
Chapter 9, D

Retail Merchandising
Chapter 11, D

Salesmanship Fundamentals
Chapter 14

Retail Selling
Chapter 22

Retailing Principles and
Practices - Part 8

The Retail Salesperson
Chapter 5

Basic Selling
Chapter 6

Selling

Cluster Instructional Objective:

PLACED IN SELLING SITUATIONS, THE STUDENT WILL SENSE AND OVERCOME CUSTOMER OBJECTIONS DURING A SALE.

What Does the Competent Marketing Employee Do?

874
Skill in sensing a customer's objections and handling them as effectively as possible.

926
Attitude that customers' objections must be handled and overcome with respect.

Suggested Learning Activities

Have students brainstorm a list of objections that might be made about a store's (1) policies and (2) products. List objections in two columns on a blackboard or transparency as they come up in the discussion.

Invite an experienced salesperson to speak to the class on the different types of objections a customer may have and how to handle and overcome each with respect.

Given a series of case situations involving customer objections, students should explain (in writing) how to handle and overcome the customer's objection in each situation. After evaluating students' responses, discuss each situation.

Have students take turns role-playing customers and salespeople in sales situations. The salesperson should demonstrate how to handle and overcome the customer's objection with respect. Other students should discuss and evaluate each situation.

References

IDECC LAP 874
IDECC LAP 926

Fundamentals of Selling
Chapter 10, B

Salesmanship Fundamentals
Chapter 15

Retail Merchandising
Chapter 11, D

Retail Selling
Chapter 23

Retailing Principles and
Practices - Part 26

The Retail Salesperson
Chapters 6, 7

Basic Selling
Chapter 7

General Merchandise Retailing
Chapter 13

Selling Principles and
Practices - Chapter 14

Selling

Cluster Instructional Objective:

PLACED IN SELLING SITUATIONS, THE STUDENT WILL HELP INCREASE SALES BY USING SUGGESTION SELLING.

What Does the Competent Marketing Employee Do?

809
Knowledge of how to suggest related items, accessory items or larger quantities to customers in order to increase the amount of the sale.

875
Skill in suggesting larger quantities, related goods, and additional goods in an effort to increase the average sale.

877
Ability to effectively suggest advertised merchandise from one's own department or other departments in the store that might satisfy the needs of the customer.

OTHER CLUSTER COMPETENCIES:

871

Suggested Learning Activities

Invite an experienced salesperson to speak to the class on how to increase sales by using suggestion selling. Students should take notes for later discussion and reference.

Have selected students ask five salespeople from at least three different stores these questions:

1) What type of suggestion selling do you find most successful when serving customers?
2) Do you feel you are helping the customer when you suggest additional merchandise or do you feel like you are using high pressure selling? Why?
3) What are your feelings about the value of suggestion selling?
4) What are some key phrases you use when introducing a suggestion?

Students should record responses and share their findings in a class discussion.

Have students take turns role-playing customers and salespeople in sales situations. The salesperson should demonstrate how to use suggestion selling in the sales presentation. Other students should discuss and evaluate each presentation.

References

IDECC LAP 809
IDECC LAP 875
IDECC LAP 877

Fundamentals of Selling
Chapter 12, A

Retail Merchandising
Chapter 11, E

Salesmanship Fundamentals
Chapter 17

Retail Selling
Chapter 25

Retailing Principles and
Practices - Part 27

Creative Selling
Chapter 3

The Retail Salesperson
Chapters 10, 11

Selling Principles and
Practices - Chapter 16

Selling

Cluster Instructional Objective: PLACED IN SELLING SITUATIONS, THE STUDENT WILL HELP INCREASE SALES BY USING SUGGESTION SELLING.

What Does the Competent Marketing Employee Do?

871
Skill in suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired ones.

OTHER CLUSTER COMPETENCIES:

809
875
877

Suggested Learning Activities

Have students list ten products sold at their training stations and substitutions for each product that could be suggested when that product is unavailable.

Have selected students ask three salespeople at different stores these questions:

1) What are the most common products that customers demand which are unavailable at your store?
2) What products do you recommend as substitutes for each of these unavailable items?
3) Are there any specific techniques which you have found to be successful in suggesting these substitute products to your customers? (Describe)

Students should record responses to share in a class discussion.

Have students take turns role-playing a sales presentation in which they sell a product to a customer which is a substitute for an unavailable product requested by the customer. Other students should discuss and evaluate each presentation.

References

IDECC LAP 871

Fundamentals of Selling
Chapter 12, A

Retail Merchandising
Chapter 11, E

Salesmanship Fundamentals
Chapter 17

Retail Selling
Chapter 25

Retailing Principles and Practices - Part 27

Creative Selling
Chapter 3

The Retail Salesperson
Chapters 10, 11

Selling

Cluster Instructional Objective:

PLACED IN AN ACTUAL OR SIMULATED SELLING SITUATION, THE STUDENT WILL RECOGNIZE WHEN TO CLOSE THE SALE, AND WILL THEN USE EFFECTIVE CLOSING TECHNIQUES.

What Does the Competent Marketing Employee Do?

820
Knowledge of the ways to determine how and when to close a sale.

895
Skill in determining how and when to close a sale.

Suggested Learning Activities

Discuss with students the principles to observe in closing a sale, including:
1) Have a positive attitude
2) Make it easy for the prospect to act
3) Know when to close
4) Display self-confidence
5) Hold off giving the price
6) Help the customer to concentrate
7) Avoid negative closings.

Invite an experienced salesperson to speak to the class about ways in which a salesperson may be able to detect buying signals in a customer, examples of buying signals that a customer might give to salespeople, and closing techniques that a salesperson may use to effectively close a sale. The speaker should demonstrate closing techniques for various selling situations, asking the instructor or student volunteers to assist in role-playing these selling situations.

Provide case problems dealing with sales situations. Discuss the examples of buying signals present in these situations which tell the salesperson when to close the sale. Discuss also the methods which could be used to close the sale in each situation.

(Continued on following page.)

References

IDECC LAP 820
IDECC LAP 895

Retail Selling
Chapter 24

Salesmanship Fundamentals
Chapter 16

Retailing Principles and
Practices - Part 9

Fundamentals of Selling
Chapter 10, A

The Retail Salesperson
Chapters 8, 9

Basic Selling
Chapter 8

General Merchandise Retailing
Chapter 13

Selling Principles and
Practices - Chapter 15

Selling

Cluster Instructional Objective:

PLACED IN AN ACTUAL OR SIMULATED SELLING SITUATION, THE STUDENT WILL RECOGNIZE WHEN TO CLOSE THE SALE, AND THEN USE EFFECTIVE CLOSING TECHNIQUES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
820 895 Continued	Have each student select ten products sold by his/her training station and write a suitable closing statement for each product.	
	Have students take turns acting as customers and salespeople in role-playing situations. The salesperson should demonstrate how to effectively close a sale. Other students should discuss and evaluate each presentation.	

Selling

Cluster Instructional Objective:

PLACED IN A CASH SALE SITUATION, THE STUDENT WILL FOLLOW THE PROPER PROCEDURES TO EFFECTIVELY HANDLE THE CASH TRANSACTION.

What Does the Competent Marketing Employee Do?

813
Knowledge of the procedures involved in conducting a cash sale transaction.

890
Ability to efficiently handle a cash sale transaction.

Suggested Learning Activities

Explain the steps for a salesperson to follow when conducting a cash sale transaction.

Have students take turns acting as salespeople, while you make a purchase acting as a customer. Use play money and a cash register, if possible. Have other students observe whether each salesperson followed all steps.

Have students observe the procedures the salesperson follows when they make a cash purchase at a local business. Immediately following the purchase, students should determine whether the salesperson followed all steps.

FOR ADDITIONAL LEARNING ACTIVITIES regarding cash sale transactions, refer to competencies 371, 386, and 394 in "Mathematics" section.

References

IDECC LAP 813
IDECC LAP 890

Retail Selling
Chapter 12

Retail Merchandising
Chapter 12, A

Retailing Principles and
Practices - Part 10

Checker-Cashier
Section 7

Mathematics in Marketing
Chapter 3

The Cashier
Chapter 3

Marketing Math
Section 4

Selling

Cluster Instructional Objective:

GIVEN INFORMATION ABOUT A SALE, THE STUDENT WILL ACCURATELY COMPLETE A SALESCHECK.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
819 Knowledge of the procedures to use when writing out saleschecks.	On transparencies, show students samples of salescheck forms used by local businesses. Discuss information location points and their purposes.	IDECC LAP 819 IDECC LAP 898 Retail Selling Chapter 11 Retail Merchandising Chapter 11, E Retailing Principles and Practices - Part 10 Mathematics in Marketing Chapter 2
898 Skill in properly writing out saleschecks.	Provide students with sample sales check forms and a list of customer purchases written in informational paragraphs. Students should correctly complete a salescheck for each transaction. Evaluate students' work and continue practice as needed. FOR ADDITIONAL LEARNING ACTIVITIES regarding the completion of saleschecks, refer to competencies 362, 360, 374, 363, 384, and 390 in the "Mathematics" section.	

Selling

Cluster Instructional Objective:

PLACED IN A CHARGE SALE SITUATION, THE STUDENT WILL FOLLOW THE PROPER PROCEDURES IN ORDER TO EFFECTIVELY HANDLE THE CHARGE TRANSACTION.

What Does the Competent Marketing Employee Do?

814
Knowledge of the procedures for conducting a charge sale transaction.

815
Knowledge of how to properly handle charge plates during a charge sale transaction.

889
Ability to efficiently handle charge sale transactions.

OTHER CLUSTER COMPETENCIES:

821

Suggested Learning Activities

Discuss with students the procedures involved in conducting a charge sale transaction. Show examples of charge forms and charge plate forms used by local stores, explaining how to complete each.

Have selected students ask three salespeople from different stores these questions:

1) What are the kinds of charges made by your store?
2) What charge plates are honored by this store?
3) What are the limits on the charge plates, and how does the store secure authorization for the plates?
4) How many steps are used in charge sales? (List them.)

Students should record responses and obtain sample charge forms used by each store, and prepare a report to share with the class.

Invite a salesperson from a local business to speak to the class about handling charge sales, demonstrating how to use a charge plate machine. If possible, let students practice using the charge plate machine.

References

IDECC LAP 814
IDECC LAP 815
IDECC LAP 889

Retail Selling
Chapter 13

Retail Merchandising
Chapter 12, A

Retailing Principles and Practices - Parts 10, 28

Customer Services
Chapters 2, 3

Selling

Cluster Instructional Objective:

PLACED IN A CHARGE SALE SITUATION, THE STUDENT WILL FOLLOW THE PROPER PROCEDURES IN ORDER TO EFFECTIVELY HANDLE THE CHARGE TRANSACTION.

What Does the Competent Marketing Employee Do?

821
Knowledge of the importance of credit as a selling tool.

OTHER CLUSTER COMPETENCIES:

814
815
889

Suggested Learning Activities

Have selected students visit a local business and ask for an explanation of its credit plan(s), who may apply, a copy of the application, terms of the plan(s), and advantages of the plan(s). Students should prepare a brief report for the instructor and an oral summary for the class.

Invite the credit manager of a local business to speak to the class about the advantages of credit to customers and businesses, and the importance of credit as a selling tool.

Have students research and prepare a report on types of credit plans, their advantages/disadvantages to customers, and how the plans affect sales.

Have students interview consumers on the value of credit, and whether or not the fact that a business offers a credit plan influences their decision to shop at that particular business over another business that does not offer credit. Students should share their findings with the class.

References

IDECC LAP 821

Fundamentals of Selling
Chapter 7, C

Retailing Principles and Practices - Part 28

Learning Experiences in Retailing - Chapter 15

Customer Services
Chapter 3

Creative Selling
Chapter 3

Selling

Cluster Instructional Objective:

PLACED IN DIFFICULT SELLING SITUATIONS, THE STUDENT WILL EFFECTIVELY HANDLE CUSTOMER COMPLAINTS OR PROBLEMS ACCORDING TO BUSINESS POLICY.

What Does the Competent Marketing Employee Do?

823
Knowledge of the ways to handle customer complaints according to store policy.

OTHER CLUSTER COMPETENCIES:

927
937

Suggested Learning Activities

Discuss with students these five steps of a general model store policy for handling customer complaints

1) Listen to the facts.
2) Restate the major facts.
3) Follow course of action or get someone with authority to continue handling the complaint.
4) Provide a friendly explanation of the course of action to be taken.
5) Follow-up on the complaint to avoid future complaints of that nature.

Have students report the general policies for handling customer complaints at their training stations. Compare procedures between businesses.

Have students take turns role-playing complaining customers and salesclerks. Other students should discuss each role-play and evaluate the salesclerk's ability to handle each complaint.

References

IDECC LAP 823

Fundamentals of Selling
Chapter 12, E

Retail Merchandising
Chapter 12, D

Customer Services
Chapter 5

Human Relations in Business
Chapter 5

Selling

Cluster Instructional Objective:

PLACED IN DIFFICULT SELLING SITUATIONS, THE STUDENT WILL EFFECTIVELY HANDLE CUSTOMER COMPLAINTS OR PROBLEMS ACCORDING TO BUSINESS POLICY.

What Does the Competent Marketing Employee Do?

927
Attitude that a customer's complaint is an excellent opportunity to build goodwill.

937
Attitude that the customer--by his/her very act of complaining--is giving the store an opportunity to correct a possible fault in its operation.

OTHER CLUSTER COMPETENCIES:

823

Suggested Learning Activities

Invite a local business manager or an experienced salesperson to speak to the class on "Building goodwill when handling customer complaints."

Provide students with case problems involving customer complaints. Students should explain, in writing, how they would handle each complaint in a manner that will build goodwill and how to correct the store's operation so that the complaint will not recur.

Have selected students interview three salespeople to determine types of customer complaints that they have handled, the ways in which they were handled, and how the information was used to prevent future complaints. Students should prepare a brief written report for the instructor and share their findings in a class discussion.

References

IDECC LAP 927
IDECC LAP 937

Fundamentals of Selling
Chapter 12, E

Retail Merchandising
Chapter 12, D

Customer Services
Chapter 5

Human Relations in Business
Chapter 5

Selling

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO RELATE PROPER STOCKKEEPING TO SALES VOLUME.

What Does the Competent Marketing Employee Do?

838
Knowledge of how to arrange stock in a selling department by color, size, style, price, etc.

940
Attitude that stocks which are kept fresh and tidy are a true asset during a sale.

OTHER CLUSTER COMPETENCIES:

947

Suggested Learning Activities

Have each student interview the manager of his/her training station to determine what criteria the business uses to arrange the merchandise on the selling floor. Students should prepare a brief report and share their findings with the class.

Discuss with students the effect that neat, clean, systematically arranged merchandise has on customer sales.

Invite a business representative to speak to the class on the importance of merchandise appearance in selling.

Have groups of students arrange different merchandise sections in the school store or D.E. lab. Other students should discuss and evaluate the arrangements.

Have students prepare posters or a bulletin board showing proper arrangement of merchandise, emphasizing the importance of neat, clean, orderly arrangements.

References

IDECC LAP 838
IDECC LAP 940

Fundamentals of Selling
Chapter 12, D

Retail Merchandising
Chapters 3, D; 9, D

Retail Selling
Chapter 6

Retailing Principles and Practices - Part 14

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO RELATE PROPER STOCKKEEPING TO SALES VOLUME.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
947 Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask.	Have students report the procedure at their training stations for informing management of items customers request that are not presently handled by the business. Discuss the importance of reporting these requested items. Have students also report the procedure at their training stations for handling requests for advertised merchandise that has been sold out. Have students interview a local business manager or invite one to speak to the class on the procedures his/her employees follow when they receive 1) requests for advertised merchandise that has been sold out 2) requests for merchandise that is not presently carried by the business.	IDECC LAP 947 Retail Merchandising Chapter 6, A Retail Selling Chapter 32
OTHER CLUSTER COMPETENCIES: 838 940		

Advertising

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Advertising

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Communications

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Communications

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Display

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
480		481

Display

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Human Relations

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

484

485

Human Relations

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Management

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Management

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Mathematics

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
492		493

Mathematics

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Merchandising

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Merchandising

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Operations

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
500		501

Operations

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Product/Service Technology

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Product / Service Technology

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Selling

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Selling

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References